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AUTHOR Gentile, Douglas A.; Walsh, David A.
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ABSTRACT

This study examined family media habits, including the use of television, movies, videos, computer and video games, the Internet, music, and print media. The study was conducted by mail with telephone follow-ups, surveying a national random sample of 527 parents of 2- to 17-year-olds who completed MediaQuotient questionnaires. Findings were organized into areas of media habits and attitudes, the connection between media habits and school performance, and the connection between media habits and media effects. Key findings include the following: (1) over half of parents of 2- to 17-year-olds have seen effects of violent video games, television, and movies on their children; (2) although parents expressed concern and children are using media for many hours each day, only 58 percent of parents have rules about how much TV may be watched, only 34 percent "always" or "often" use the TV rating system to help choose what programs their children may watch, and only 40 percent "always" or "often" look at the industry ratings before renting or buying computer or video games; (3) families that use electronic media less and read more have children who perform better in school, and families who have the TV on during meals more frequently have children who perform more poorly in school; and (4) parents who report that their children like to read more are also more likely to report having seen media have a positive effect on their children. Based on findings it was concluded that wise use of media can help develop knowledge and skills, as well as provide engaging entertainment; unwise use can be harmful. (The parent questionnaire is appended.) (HTH)

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Media*Quotient*™: National Survey of Family Media Habits, Knowledge, and Attitudes

Report prepared by:

Douglas A. Gentile, Ph.D.

and

David A. Walsh, Ph.D.

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1999

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MediaQuotient™: National Survey of Family Media Habits, Knowledge, and Attitudes

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Media*Quotient*™: National Survey of Family Media Habits, Knowledge, and Attitudes

Gentile, D. A. & Walsh, D. A.
National Institute on Media and the Family
1999

EXECUTIVE SUMMARY

This study provides a detailed picture of family media habits, including the use of television, movies, videos, computer and video games, the Internet, music, and print media.

SOME KEY FINDINGS:

Media Habits and Attitudes

Over half of parents of 2- to 17-year-olds have seen effects of violent video games, television, and movies on their children.

- 51 percent "agree" or "strongly agree" that their children are affected by the violence they see in video games.
- 57 percent of parents "agree" or "strongly agree" that their children are affected by the violence they see in movies or on TV.

Parents have expressed their concerns about the amount of sexual and violent content their children see in many surveys. While both sexual and violent content concern parents, the amount of sexual content has routinely been of slightly greater concern to parents. For the first time, this study shows that more parents are concerned about the amount of violent content their children see:

- 81 percent of parents of 2- to 17-year-olds "agree" or "strongly agree" that they are concerned about the amount of violent content their children see in movies or on TV.
- 77 percent of parents "agree" or "strongly agree" that they are concerned about the amount of sexual content their children see in movies or on TV.

The average American child:

- Watches 25 hours of television each week
- Plays computer or video games for 7 hours each week
- Accesses the Internet from home for 4 hours each week (among those who have Internet access)

- 20 percent of 2- to 7-year-olds, 46 percent of 8- to 12-year-olds, and 56 percent of 13- to 17-year-olds have televisions in their bedrooms. Children who have television sets in their bedrooms watch more television than children who do not have television sets in their bedrooms (5½ hours per week more, on average).

Although parents are concerned, and children are using media for many hours each day:

- Only 58 percent of parents have rules about how much TV may be watched
- Only 34 percent of parents "always" or "often" use the TV rating system to help choose what programs their children may watch
- Only 40 percent of parents "always" or "often" look at the industry ratings before renting or buying computer or video games.
- One-quarter (26%) of parents with Internet access use a blocking device for their children's Internet use.

Perhaps this pattern is due to the fact that 36 percent of parents think that media have less influence on their children compared to most children, whereas only six percent think that media have more influence on their children compared to most children.

Other items of interest include:

	Always	Often	Sometimes	Rarely	Never
How often families have a TV on during meals	18%	22%	26%	18%	16%
How often families have a TV on even if no one is watching it	*	27%	27%	27%	19%
How often children watch educational TV	8%	39%	39%	11%	3%
How often children see parents read	*	65%	25%	7%	3%
How often children have TV on while doing homework	4%	12%	14%	22%	48%
How often children copy characters they have seen on TV	*	15%	35%	32%	18%
How often parents monitor how their children use the Internet	52%	15%	12%	8%	13%
How often parents talk to their children about the music they listen to	*	48%	34%	12%	6%

*Not given as a possible option

The Connection between Media Habits and School Performance

Family media habits can affect children's school performance. While it has been known for many years that the amount of television children watch is related to school performance (e.g., Huston et al., 1992), this study gives insight into many specific facets of media use that were not known previously. Furthermore, this study measured many types of electronic media as well as alternatives to electronic media, thus giving a more complete picture of family media habits. Some key predictors of school performance include:

- Families that use electronic media less and read more have children who do **better** in school.
- Parents who report that their children's behavior is less affected by media do **better** in school.
- Children who participate in more alternatives to electronic media with their parents' support perform **better** in school.
- Families that have the TV on during meals more frequently have children who do **more poorly** in school.

- Families that report having the TV on more often even if no one is watching have children who do **more poorly** in school.
- The average American child watches 25 hours of television a week. Children who watch less television do **better** in school. (The American Academy of Pediatrics recommends that children watch television "no more than 1 to 2 hours per day.")
- Parents who report that their children copy characters they have seen on TV more often have children who do **more poorly** in school.
- Parents who report that their children more often watch TV before bed have children who do **more poorly** in school.
- Families that play games or do activities together more frequently have children who do **better** in school.
- Parents who read to their children more have children who like to read more. Children who like to read more do **better** in school.
- Parents who agree more strongly that they are comfortable with the types of music their children listen to have children who do **better** in school.
- Parents who report that they know what movie their child is going to see more often have children who do **better** in school.
- Parents who report that their children play video or computer games less often have children who do **better** in school.

The Connection between Media Habits and Media Effects

This study shows that one result of being influenced by the media (such as copying characters seen on TV, wanting to dress like sports or media stars, wanting to buy products seen on TV, parents seeing media have a negative effect, etc.) is a drop in school performance. However, the amount that media influence children is important in its own right. When asked how much their children are influenced by media compared to other children, parents are likely to report that their children are influenced less than other children (parents are six times more likely to say that their children are influenced less than they are to say that their children are influenced more). Yet, most families score lower on the Media Effects category of **Media***Quotient* than on any other category.

Some key predictors of how much children are influenced by media include:

- Parents who report that their children like to read more are also **more likely** to report having seen media have a **positive effect** on their children (as defined by parents).
- Parents who talk to their children about television programs more often are also **more likely** to report having seen media have a **positive effect** on their children.
- Parents who report that their children "always" or "often" watch educational television are **less likely** to report having seen media have a **negative effect** on their children.

IMPLICATIONS:

The various forms of electronic media that we have developed during the 20th century are very powerful. Because they are so powerful, they can benefit or harm children and communities dependent on how they are used. Wise use of media can help develop knowledge and skills, as well as provide engaging entertainment. However, unwise use can be harmful. The **Media***Quotient* research clearly shows how family media habits affect children in a variety of ways. Parents with

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more knowledge are better able to maximize the benefits and minimize the harm of these technologies. **Media*Quotient*** can provide that knowledge and, in addition, offer suggestions for creating a healthier media diet.

METHODOLOGY:

A national random sample of 527 parents of 2- to 17-year-olds completed **Media*Quotient*** questionnaires. The study was conducted by mail with telephone follow-up. The data collection was conducted by the independent research firm Anderson, Niebuhr & Associates, Inc. All data collection occurred between July 30 and November 4, 1998. The data reflect responses from all socioeconomic statuses. The data are weighted by income level to reflect national income distributions appropriately. The overall response rate for the study was 55 percent. The data are accurate to ±4% with a 95% confidence level.

How to Read This Report

There are several sections corresponding to the different types of information the **Media*Quotient*** gathers.

The **Media*Quotient*** questionnaire was designed with six indices (sets of items) for practical as well as theoretical reasons. To be of maximum benefit to parents, the questionnaire indices were created to give feedback along dimensions that would be intuitively understandable and useful for making changes. The six indices are Media Use, Monitoring, Consistency, Media Effects, Media Knowledge, and Alternative Activities. Each is described briefly below.

The **Media Use** index comprises items relating to the family's use of television, movies, books, and music. The index scores the overall pattern of media use. The index is designed to provide higher scores for families that use electronic and print media in healthy ways. For example, a family would receive a higher score for frequent watching of educational television, but would receive a lower score for frequent watching of television while doing homework.

The **Monitoring** index comprises items relating to parental use of rating systems, household rules for media use and purchases, family discussions about what children see and hear, and parental monitoring of the content of television, movies, music, Internet sites, and video and computer games. The index is designed to provide higher scores for parents who monitor what their children see and hear carefully, set limits, and talk to their children frequently about what they see and hear. For example, a family would receive a higher score for frequent use of ratings to choose programs to watch or for frequent talking to children about the music they listen to.

The **Consistency** index comprises items relating to the family's consistency of applying rules for children's media use, both individually and between parents. The index is designed to provide higher scores for families who set limits on media use, and regularly apply those limits. For example, a family would receive a higher score for always requiring children to ask permission before going to see a movie, but would receive a lower score if the parents did not agree on the rules for children's media use.

The **Media Effects** index comprises items relating to children's vulnerability to various media effects. The index is designed to provide higher scores for children who are not influenced by media. For example, a family would receive a higher score if their children never copy characters seen on TV, but would receive a lower score if their children frequently became scared that something they saw in movies or on TV would happen to them.

The **Media Knowledge** index comprises items relating to the family's knowledge about media and media effects. The index is designed to provide higher scores for families that know a lot about media, media rating systems, and media effects. For example, a family would receive a higher score for understanding all of the TV rating symbols, but would receive a lower score for not knowing that children who watch a lot of violent TV are more aggressive than children who watch less violent TV.

The **Alternative Activities** index comprises items relating to the family's use of alternatives to electronic media. The index is designed to provide higher scores for families that frequently use

print media, go on outings together, and do activities together. For example, a family would receive a higher score for frequently going to the library, but would receive a lower score for rarely playing games together.

Within each index, every item is described individually. The overall responses are shown graphically and described briefly. The "Other Findings" section describes differences between groups of respondents based on demographic characteristics (i.e., marital status, race/ethnicity, education level, and income level). Only statistically significant differences are shown.

After the index scores, there are sections describing the responses to the attitudinal items and demographic items on the **Media***Quotient* questionnaire.

Following the descriptive statistics, there are sections describing the relationships of the indices to each other, the implications of media habits on school performance, the implications of children having televisions in their bedrooms, and the implications of media habits on media effects.

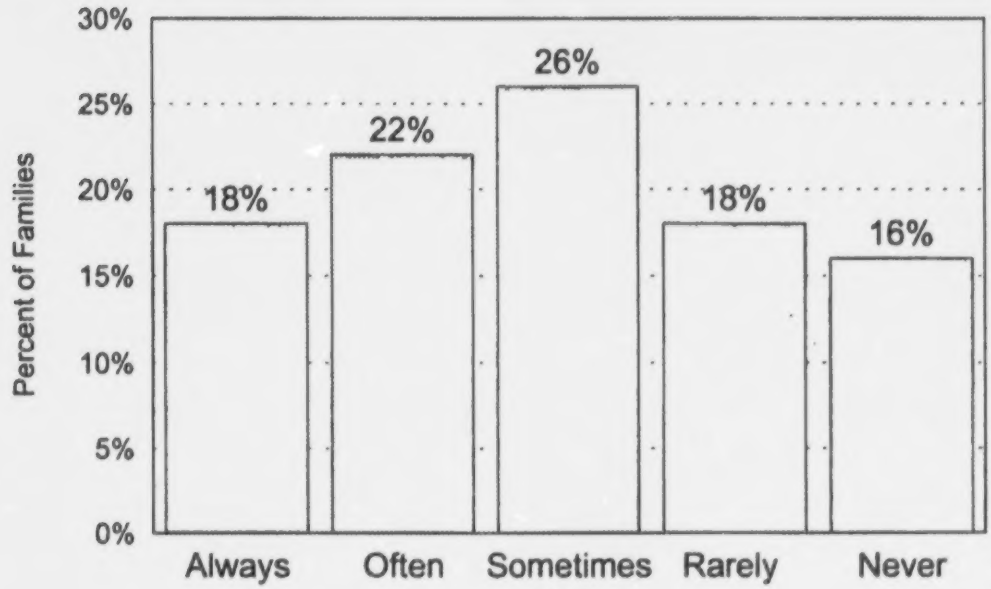
Summary of Descriptive Results
Media Use

A number of items on the **Media*Quotient*** instrument describe how the family uses electronic and print media. These items are described below.

FIGURE 1

How often is a TV on during meals?

(N = 523)



- Two-thirds (66%) of American families have a television on during dinner at least "sometimes."

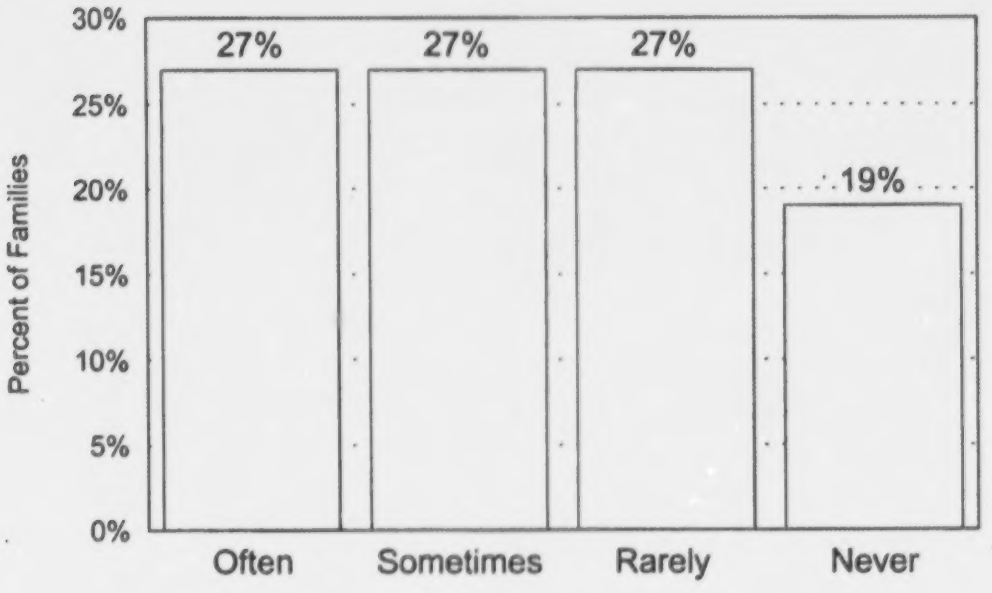
Other Findings

- **Families with more highly educated parents have the TV on during meals significantly less often than families with less educated parents.**
- **Lower-income families have the TV on during meals more often than higher-income families.**

FIGURE 2

How often is a TV on even if no one is watching?

(N = 519)



- Only one in five (19%) American households never have a TV on even if no one is watching it.

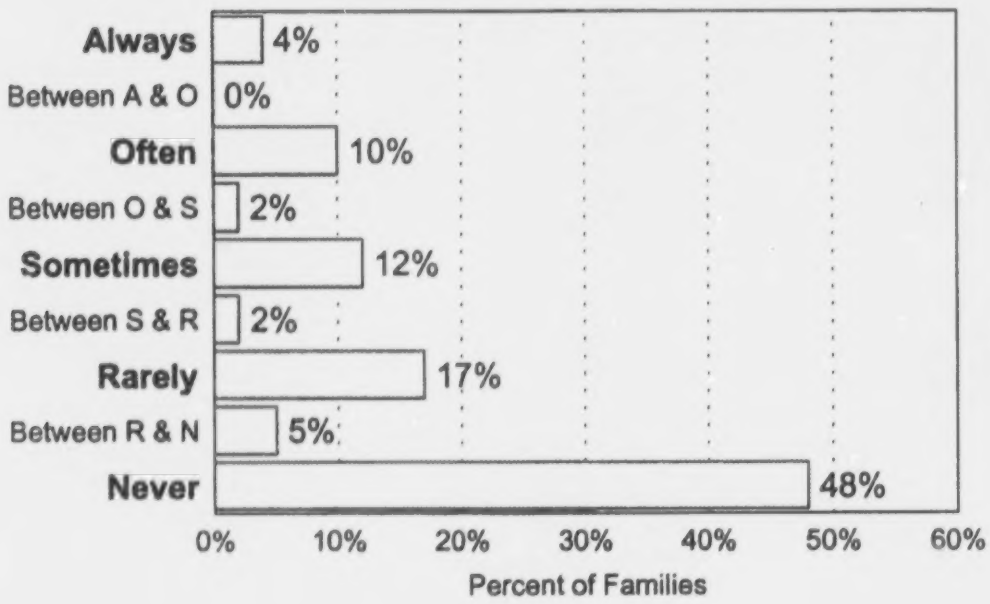
Other Findings

- Single (40%) and divorced/separated (36%) parents are more likely than married parents (25%) to "often" have the TV on even if no one is watching it.
- Families with less educated parents have the TV on even if no one is watching it more often than families with more highly educated parents.
- Lower-income families have the TV on even if no one is watching it more often than higher-income families.

FIGURE 3

How often do your children have the TV on while doing homework?

(N = 451)

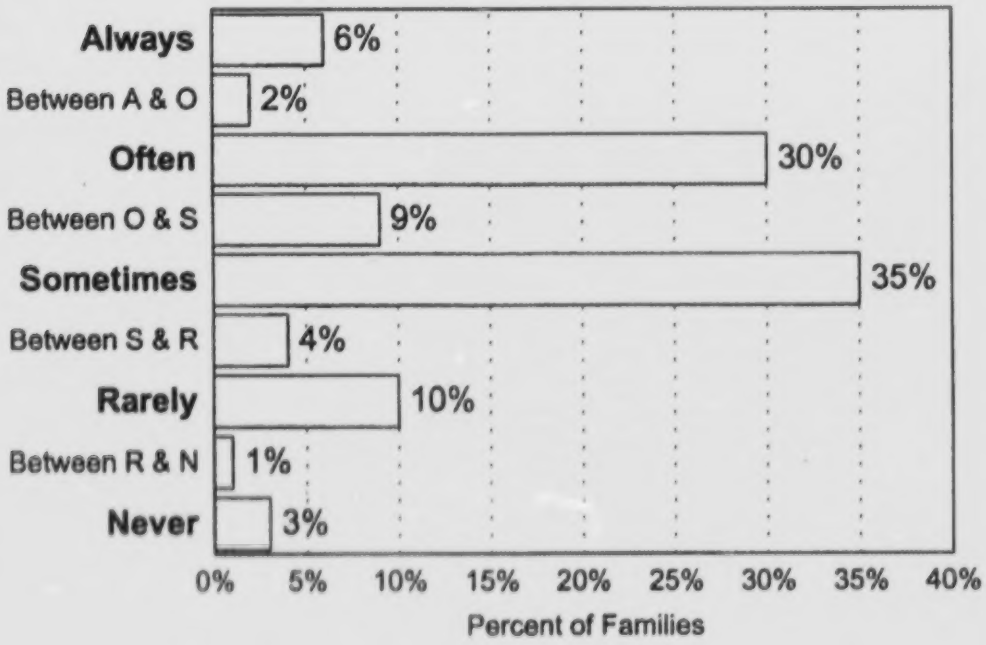


- Over one-quarter (28%) of American children at least "sometimes" watch television while doing their homework.

FIGURE 4

How often do your children watch educational TV?

(N = 518)

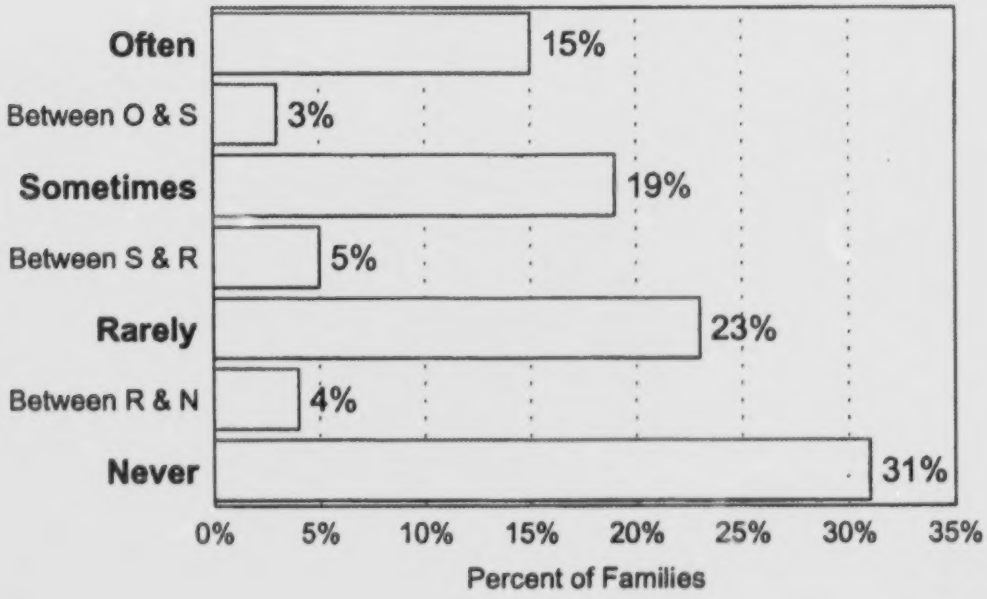


- More than four in five (82%) American children at least "sometimes" watch educational television.

FIGURE 5

How often do your children watch music videos on TV?

(N = 513)



- Over half (58%) of American children "rarely" or "never" watch music videos on television.

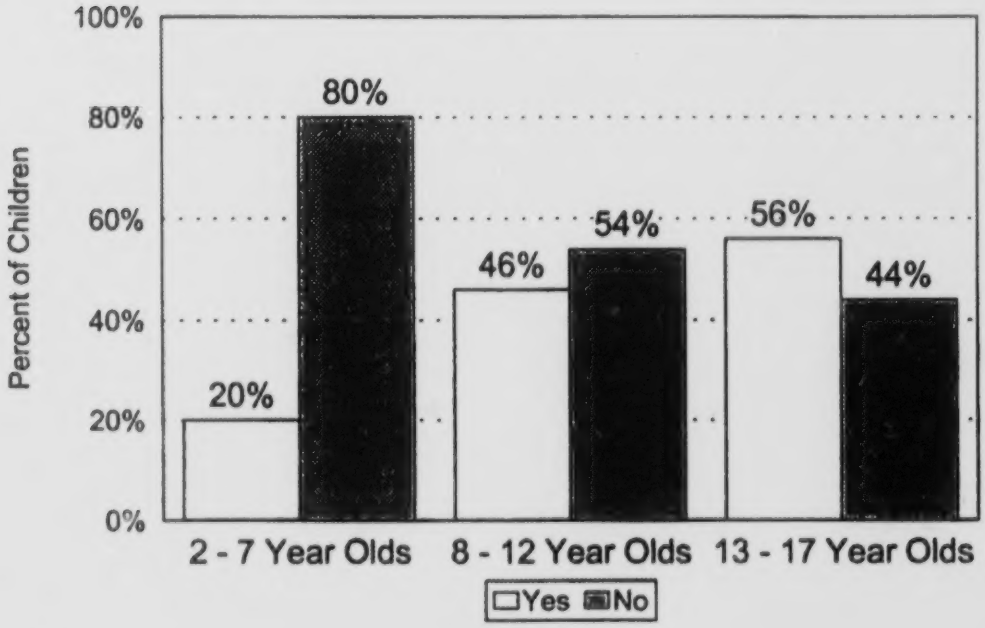
Other Findings

- Children from African American, Hispanic/Latino, and Asian/Pacific Islander households watch music videos on TV more often than children from Caucasian and Multi-racial households.
- Less educated parents are significantly more likely than more highly educated parents to report that their children watch music videos on TV.

FIGURE 6

Does your child have a TV in his or her bedroom?

(N = 527)



- Twenty percent of 2- to 7-year-olds, 46 percent of 8- to 12-year-olds, and 56 percent of 13- to 17-year-olds have televisions in their bedrooms.

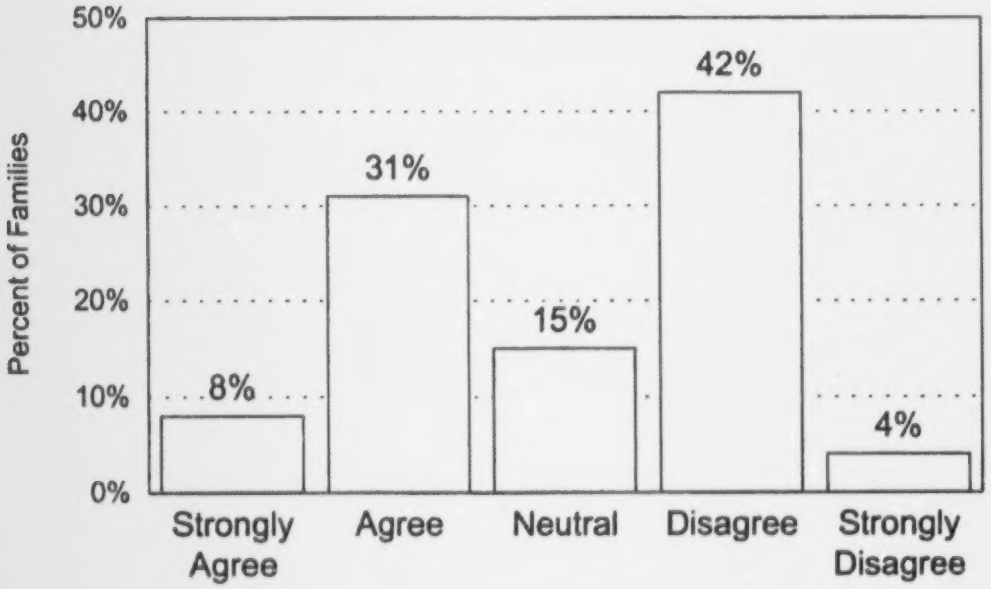
Other Findings

- Children from African American (67%) and Hispanic/Latino (57%) families are more likely than children from Multi-racial (48%), Caucasian (32%), or Asian/Pacific Islander (9%) families to have TVs in their bedrooms.
- Parents with some high school, high school degrees, or some college are more likely than other parents to report that their children have TVs in their bedrooms.
- Lower-income parents are more likely than higher-income parents to report their older children have TVs in their bedrooms.

FIGURE 7

Our family only turns the TV on to watch specific programs.

(N = 522)



- Only 39 percent of American families "agree" or "strongly agree" that their family practices appointment television.

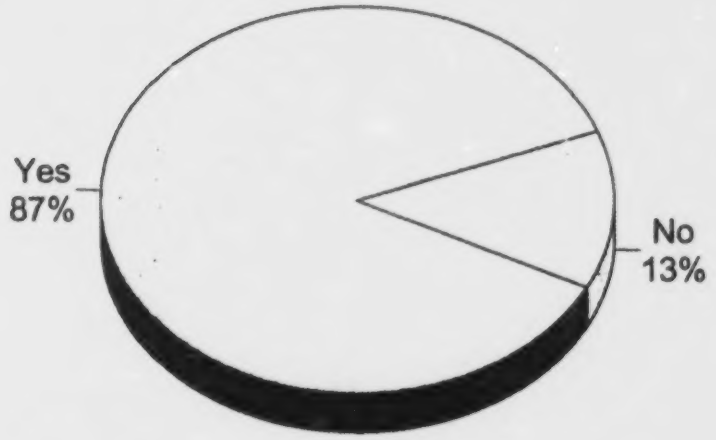
Other Findings

- Multi-racial (58%) and Hispanic/Latino parents (48%) are more likely than Asian/Pacific Islander (43%), Caucasian (38%), or African American (37%) parents to "agree" or "strongly agree" that their families only turn the TV on to watch specific programs.
- Parents with less than a high school education are significantly more likely than parents with more education to "agree" or "strongly agree" that their families only turn the TV on to watch specific programs.
- Parents who report household earnings of less than $15,000 a year are significantly more likely than parents who earn more to "agree" or "strongly agree" that their families only turn the TV on to watch specific programs (53% and 35%, respectively).

FIGURE 8

Is a TV located in the room where you spend the most time?

(N = 525)



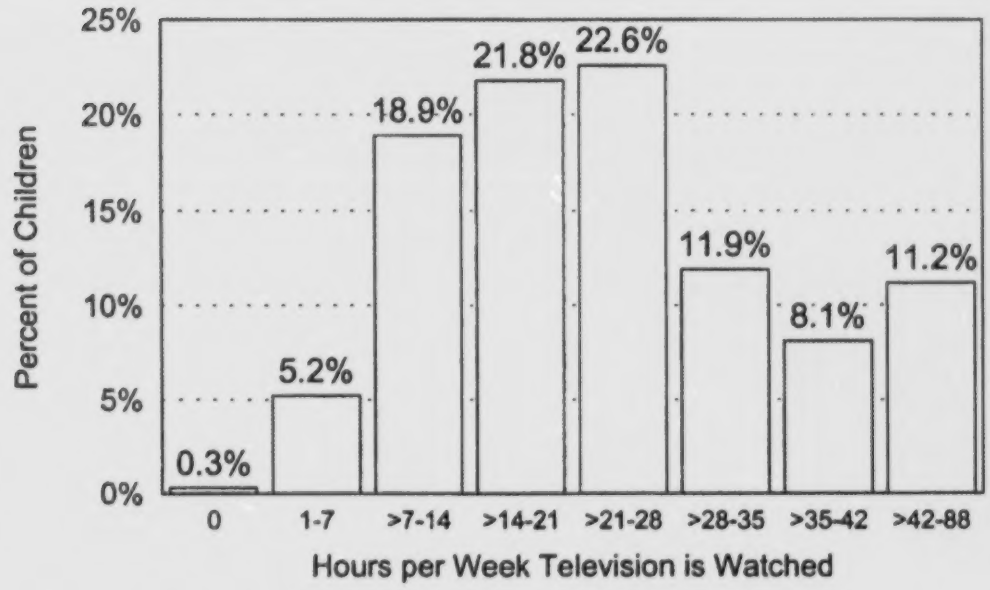
- Almost nine out of ten (87%) American families have a television in the room where they spend the most time.

FIGURE 9

Hours per week children watch television

Mean = 25 hours/week

(N = 514)



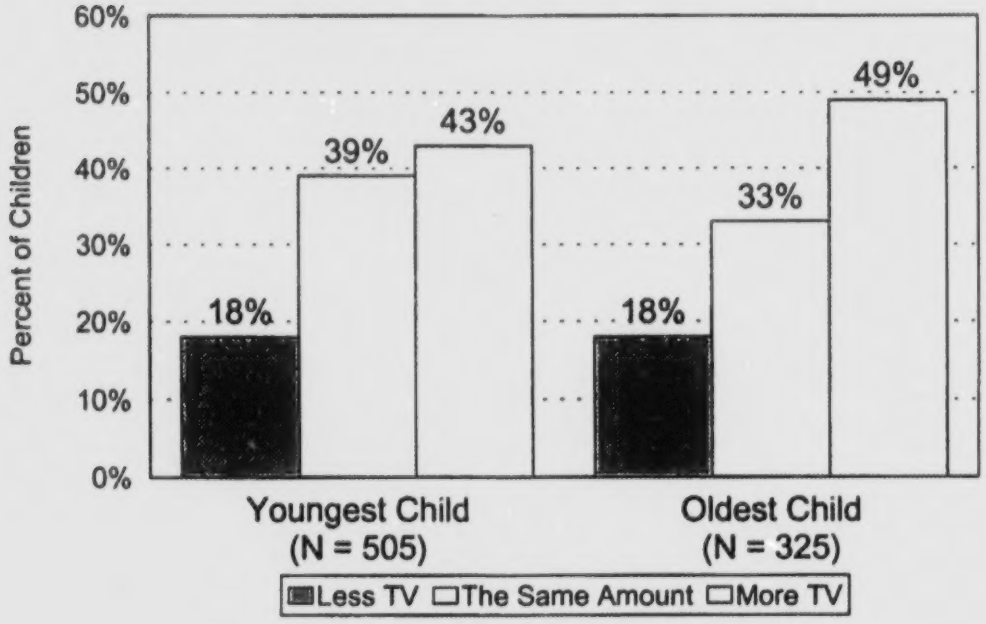
- American children aged 2 to 17 spend an average of 25 hours each week watching television. Almost one in five (19.3%) watch more than 35 hours of television each week.

Other Findings

- Children of married parents (mean = 23.3 hours/week) watch significantly less television each week than children of divorced/separated (mean = 29.4 hours/week), single (mean = 34.2 hours/week), or widowed (mean = 34.4 hours/week) parents.
- Children in Hispanic/Latino (mean = 31.5 hours/week) and African American families (mean = 30.7 hours/week) watch significantly more television than children in Multi-racial (mean = 24.6 hours/week), Caucasian (mean = 23.3 hours/week), or Asian/Pacific Islander (mean = 22.2 hours/week) families.
- Parents with less education report that their children watch significantly more TV each week than parents with more education.
- Lower-income parents report that their children watch significantly more TV each week than higher-income parents.

FIGURE 10

During school vacations, do your children watch more TV, less TV, or the same amount?



- More than two in five American children watch more television during school vacations than they watch during the school year, and only one in five (18%) watch less.

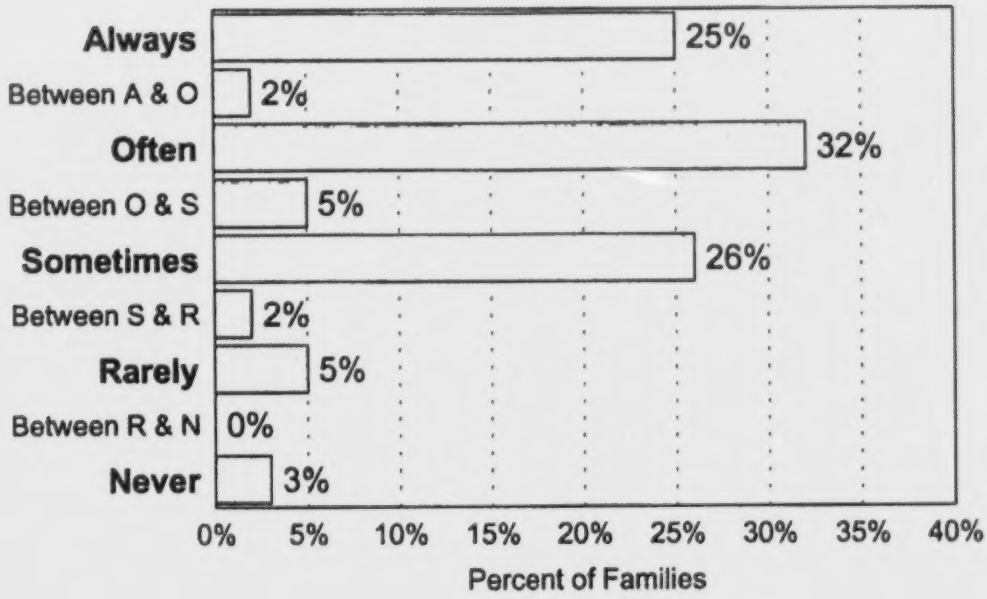
Other Findings

- African American parents are more likely than other parents to report that their children watch less TV during school vacations, whereas Caucasian parents are more likely than other parents to report that their children watch more or the same amount during school vacations.
- Less educated parents are significantly more likely to report that their children watch less TV during school vacations, and parents with at least some college are more likely to report that their children watch more TV during school vacations.
- Lower-income parents are more likely than higher-income parents to report that their children watch less TV during school vacations, and higher-income parents are more likely to report that their children watch more TV during school vacations.

FIGURE 11

How often do your children watch TV before bedtime?

(N = 524)



- Nine in ten (90%) American children watch television before going to bed at least "sometimes."

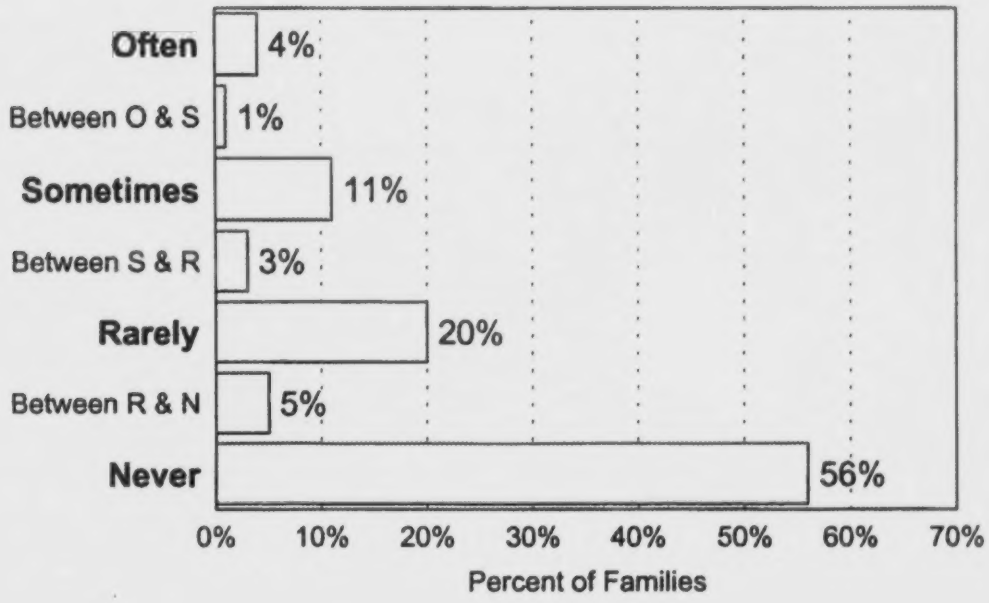
Other Findings

- **Less educated parents are significantly more likely than more highly educated parents to report that their children watch TV before bedtime.**

FIGURE 12

How often do your children see R-rated movies or videos?

(N = 521)



- More than two in five (44%) American children aged 2 to 17 see R-rated movies or videos. These numbers do not change if one removes 17-year-old children from the analysis.

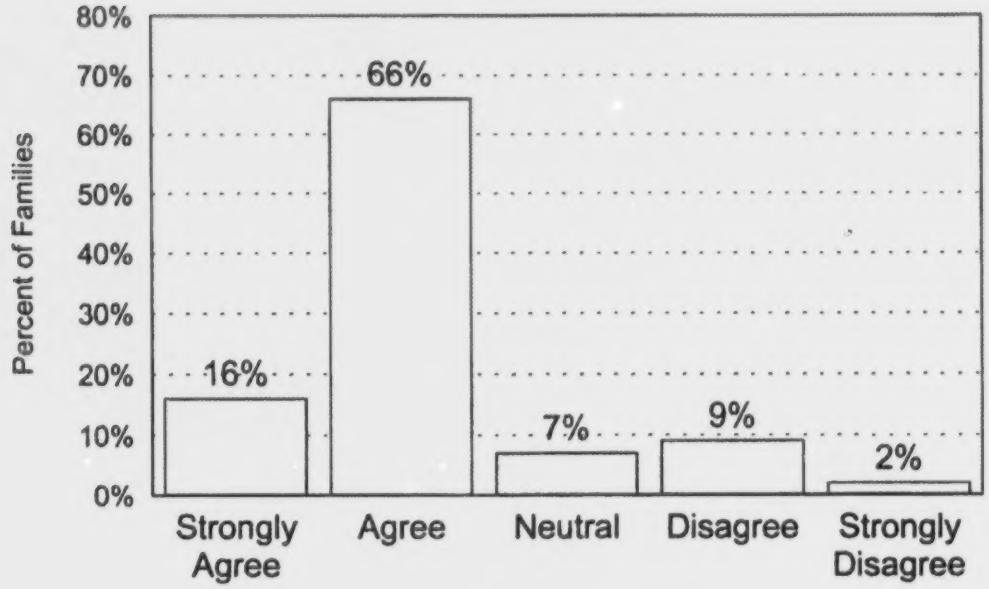
Other Findings

- Divorced/separated (33% "never") and single parents (47% "never") are more likely than married (60% "never") or widowed (59% "never") to allow their children to see R-rated movies or videos.

FIGURE 13

I am comfortable with the types of music my children listen to.

(N = 512)

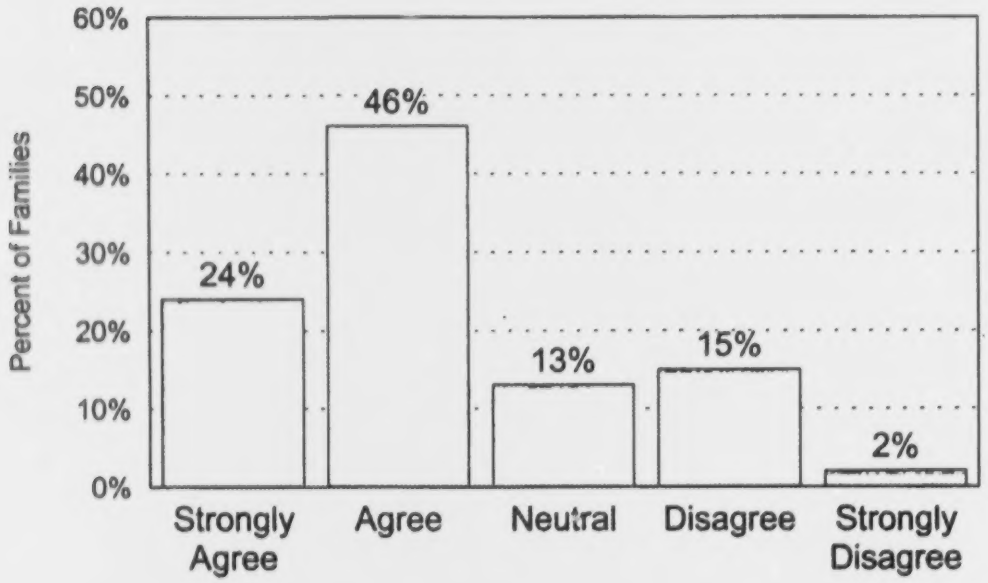


- In general, most (82%) American parents are comfortable with the types of music their children listen to.

FIGURE 14

I encourage my children to listen to many styles of music (e.g., classical, jazz, rock, blues, etc.).

(N = 513)



- Seventy percent of American parents encourage their children to listen to many styles of music.

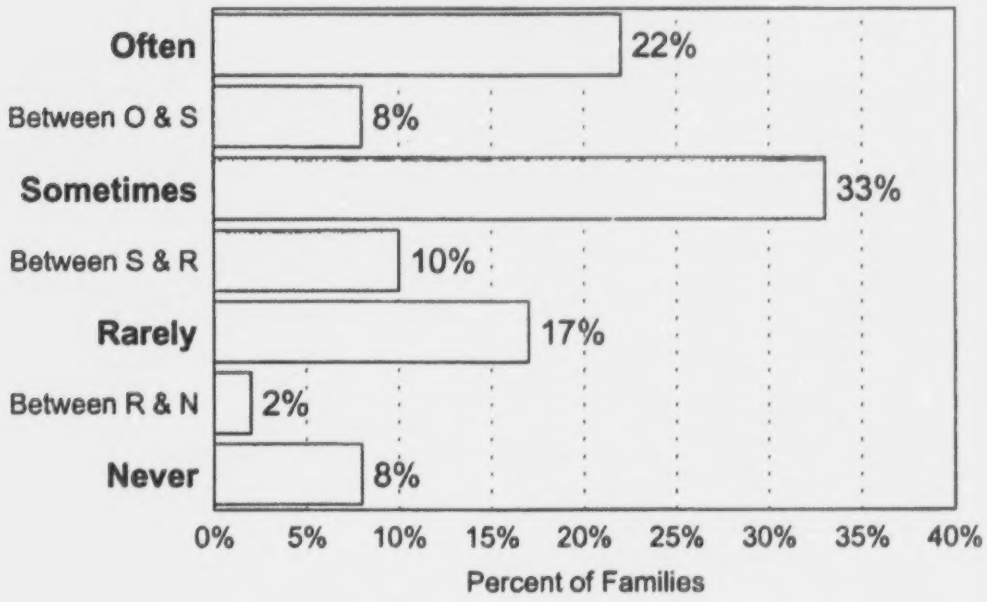
Other Findings

- Multi-racial parents (89%) are more likely than Caucasian (71%), African American (66%), Hispanic/Latino (58%), or Asian/Pacific Islander (38%) parents to "agree" or "strongly agree" that they encourage their children to listen to many styles of music.
- Less educated parents are significantly less likely than more highly educated parents to encourage their children to listen to many styles of music.

FIGURE 15

How often do your children play video or computer games?

(N = 496)



- Only eight percent of American children "never" play video or computer games, and one in five (22%) play games "often."

Other Findings

- Children of single parents are less likely than children of divorced/separated or married parents to play computer or video games frequently.
- Hispanic/Latino parents (36%) are more likely than Multi-racial (16%), African American (7%), Caucasian (7%), or Asian/Pacific Islander (0%) parents to report that their children "never" play video or computer games.
- Lower-income parents are less likely than higher-income parents to report that their children play video or computer games.

Time Spent with Media

- American families with children aged 2 to 17 report having a television on in the house an average of 5 hours, 12 minutes a day, even if no one is watching it.

- American families with children aged 2 to 17 report that their children play computer or video games for an average of 1.0 hour a day. Children aged 2 to 7 play an average of 30 minutes per day, children aged 8 to 12 play an average of 48 minutes per day, and children aged 13 to 17 play an average of one and a half hours per day.

- American families with children aged 2 to 17 report that their children access the Internet from home for an average of 36 minutes a day.

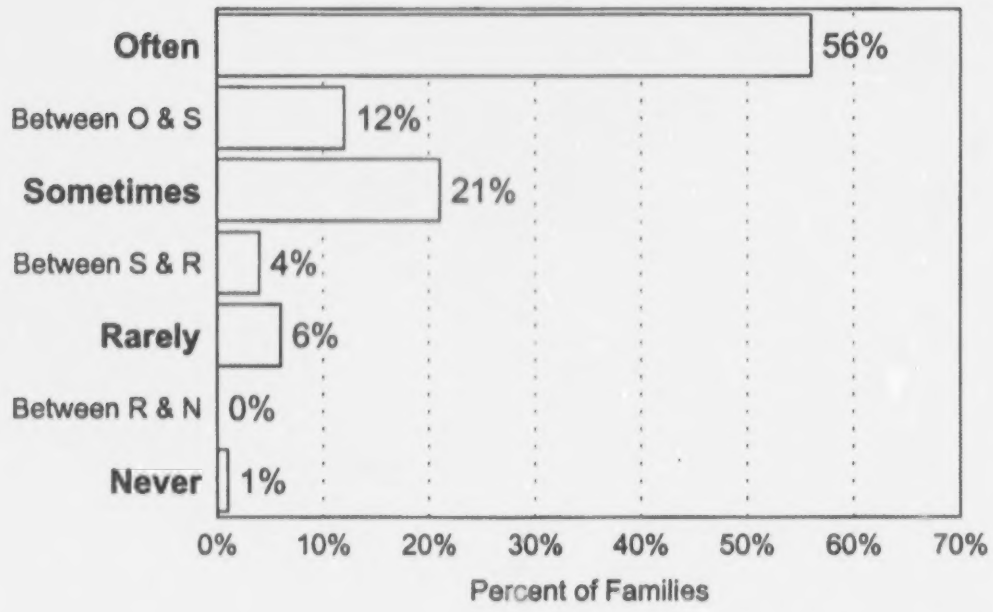
Other Findings

- Married parents (mean = 4.8 hours) report that the television is on in the house significantly less than divorced/separated parents (6.0 hours), single parents (6.9 hours), or widowed parents (8.9 hours).
- African American (mean = 7.8 hours) parents report that the television is on in the house more than Asian/Pacific Islander (5.3 hours), Hispanic/Latino (5.0 hours), Caucasian (4.8 hours), or Multi-racial parents (4.1 hours).
- Parents with less education report having the television on in the house significantly more than parents with more education.
- Lower-income parents report having the television on in the house significantly more than higher-income parents.

FIGURE 16

How often do your children read books?

(N = 514)



- Almost nine in ten (89%) American children read books at least "sometimes."

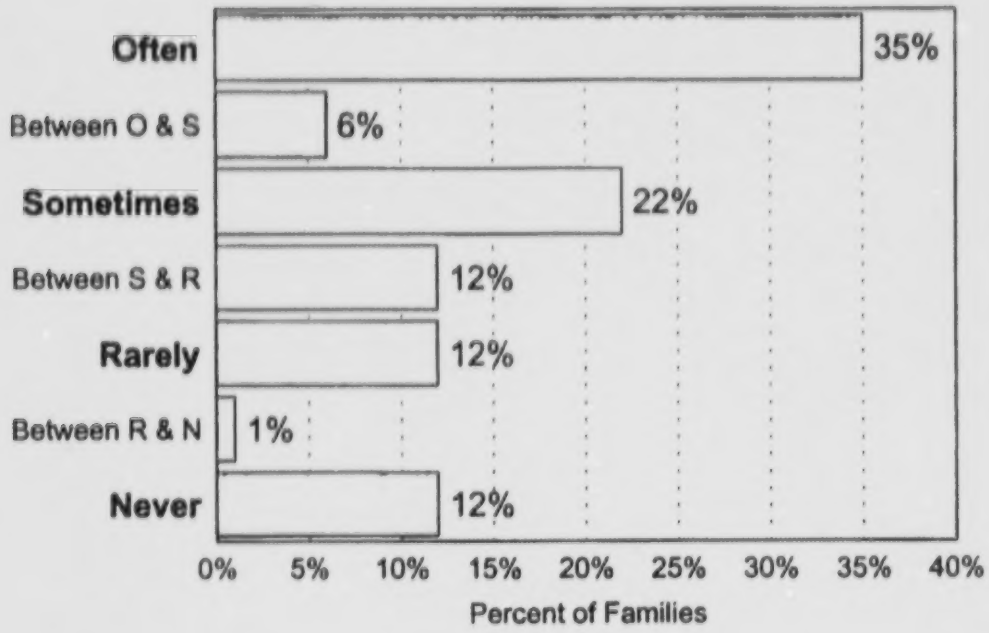
Other Findings

- Hispanic/Latino parents (40%) are less likely than African American (56%), Caucasian (57%), Asian/Pacific Islander (57%), or Multi-racial (68%) parents to report that their children "often" read books.
- Fewer parents who have a high school education or who have attended "some college" report that their children "often" read books when compared to parents with college degrees (2-year, 4-year, or graduate degrees) or with parents who have less than a high school education.

FIGURE 17

How often do you read to your children?

(N = 510)



- Almost two-thirds (63%) of parents at least "sometimes" read to their children.

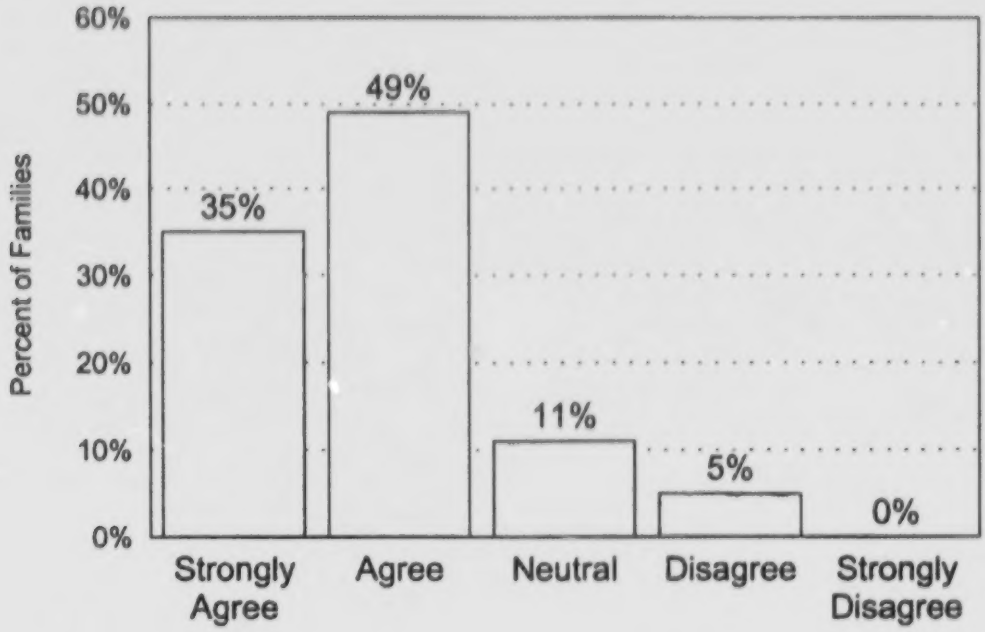
Other Findings

- Widowed and single parents are more likely than married or divorced/separated parents to read to their children frequently.
- In general, less educated parents read to their children less than more highly educated parents.

FIGURE 18

My children like to read.

(N = 514)



- Eighty-four percent of American parents "agree" or "strongly agree" that their children like to read.

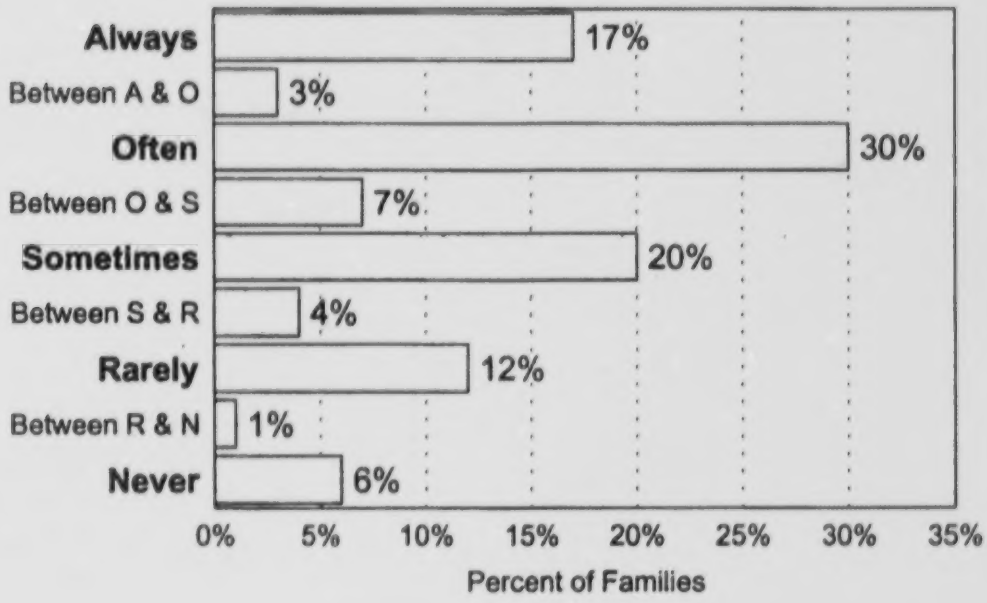
MONITORING

A number of items on the **Media*Quotient*** instrument describe how carefully the parents monitor their children's media use. These items are described below.

FIGURE 19

How often do you help select TV programs for your child to watch?

(N = 525)

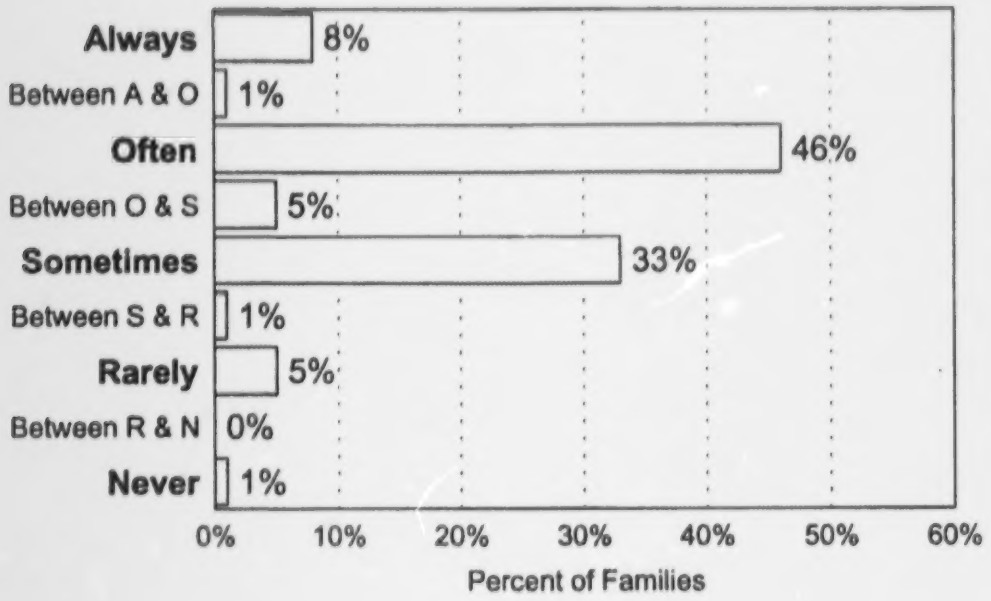


- Only half (50%) of American parents "always" or "often" help select television programs for their children.

FIGURE 20

How often do you watch TV programs together with your child?

(N = 523)



- Fifty-five percent of American parents "always" or "often" watch television programs together with their children.

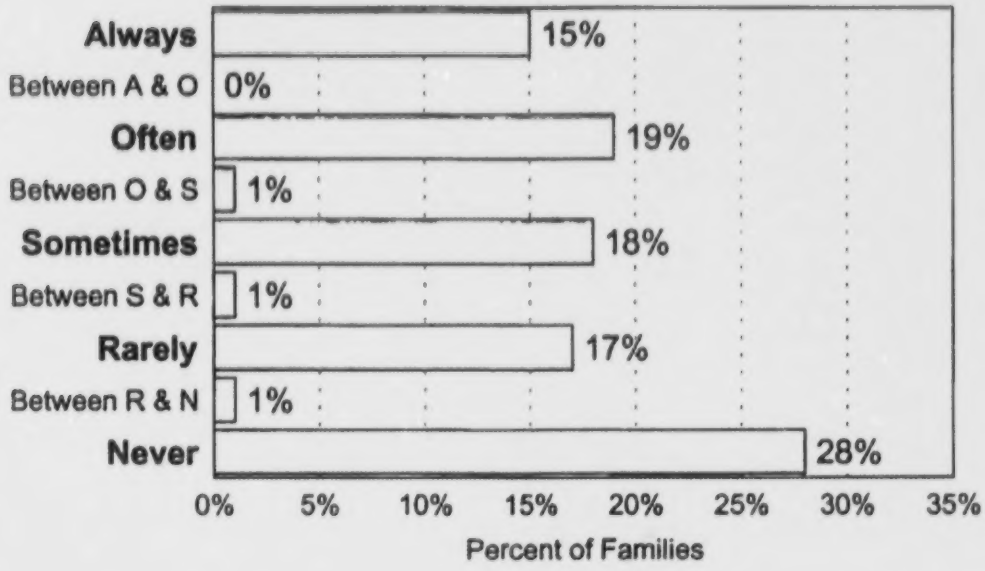
Other Findings

- Lower-income parents are more likely than higher-income parents to watch TV programs together with their children.

FIGURE 21

How often do you use the TV rating system (TV-Y, TV-Y7, TV-G, TV-PG, TV-14, TV-M) to help choose what programs your child may watch?

(N = 509)



- Almost half (46%) of American parents "rarely" or "never" use the TV rating system to help choose the programs their children may watch.

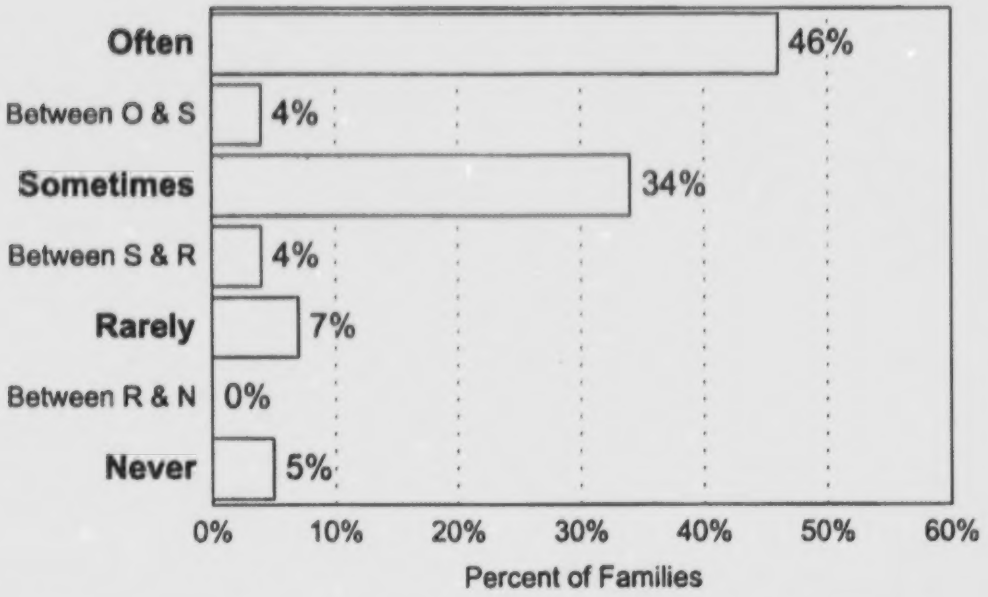
Other Findings

- Less educated parents are significantly more likely than more highly educated parents to use the TV rating system to help choose the programs their children may watch.

FIGURE 22

How often do you talk to your child about TV programs?

(N = 519)



- Eighty-four percent of American parents at least "sometimes" talk to their children about television programs.

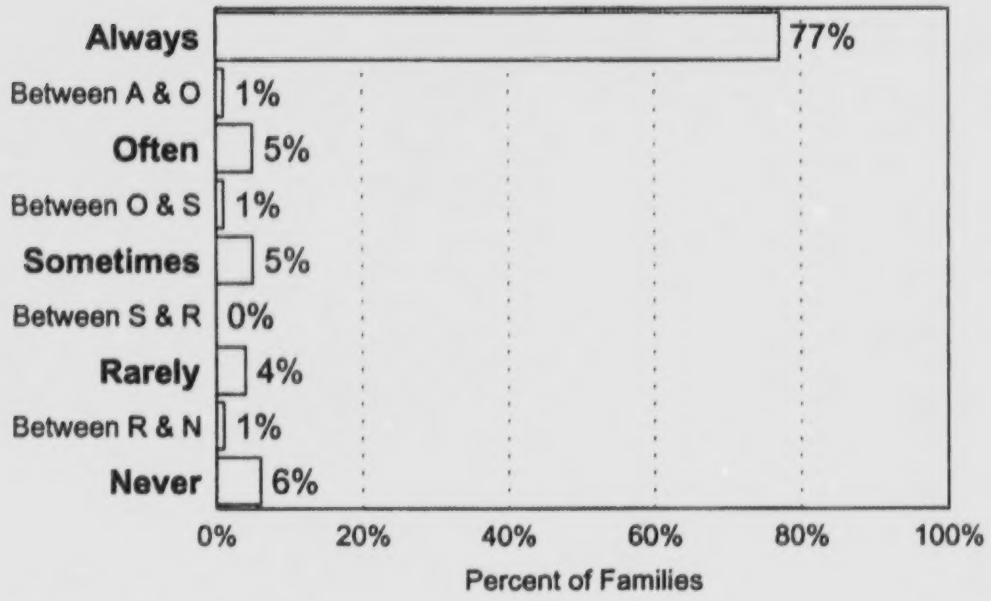
Other Findings

- Lower-income parents are more likely than higher-income parents to talk to their children about TV programs.

FIGURE 23

How often do your children need to ask your permission before going to see a movie?

(N = 456)

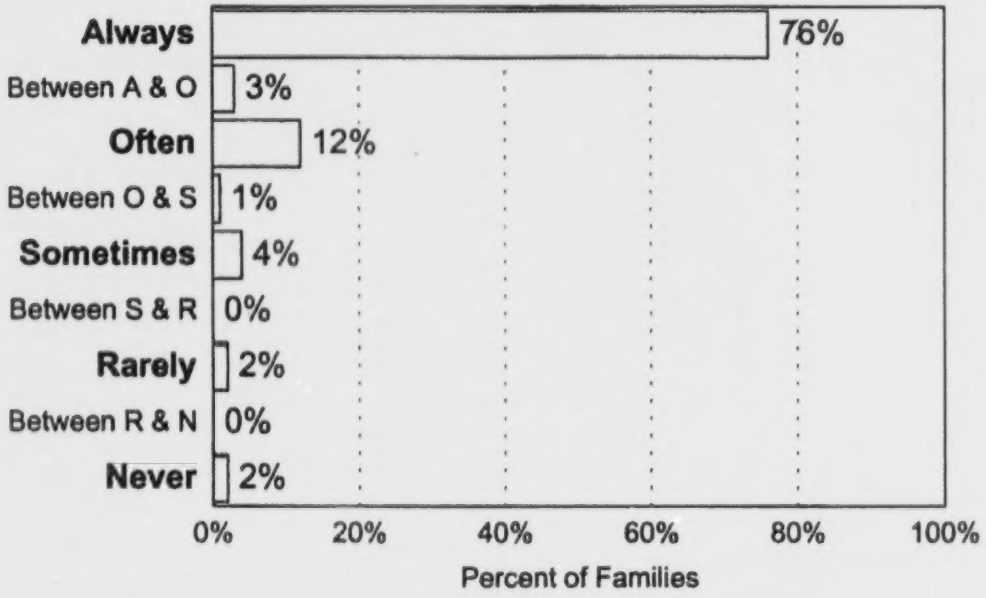


- Three-quarters (77%) of American parents "always" require that their children ask permission before going to see a movie.

FIGURE 24

How often do you know what movie your child is going to see at the theater?

(N = 467)



- Three-quarters (76%) of American parents say they "always" know what movies their children are going to see at the theater.

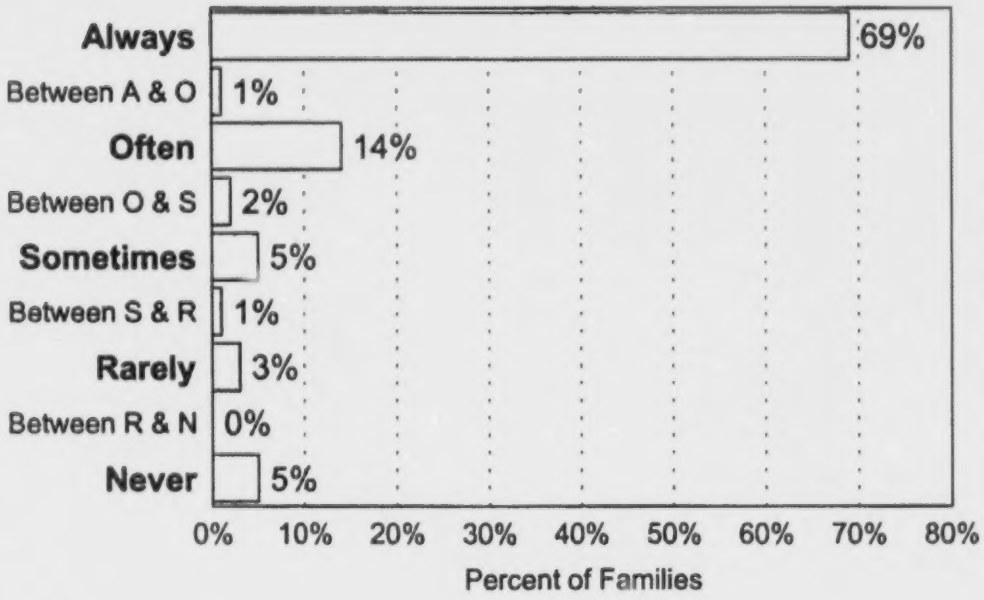
Other Findings

- Single (9%) and divorced/separated (6%) parents are more likely than married (3%) or widowed (0%) parents to say that they "rarely" or "never" know what movie their children are going to see at the theater.
- Less educated parents are less likely than more highly educated parents to know what movie their children are going to see.

FIGURE 25

How often do you check the rating before allowing your child to see a movie?

(N = 494)



- Two-thirds (69%) of American parents "always" check the rating before allowing their children to see a movie.

Other Findings

- Divorced/separated (73%) and married (70%) parents are more likely than widowed (63%) or single (50%) parents to say they "always" check the rating before allowing their children to see a movie.

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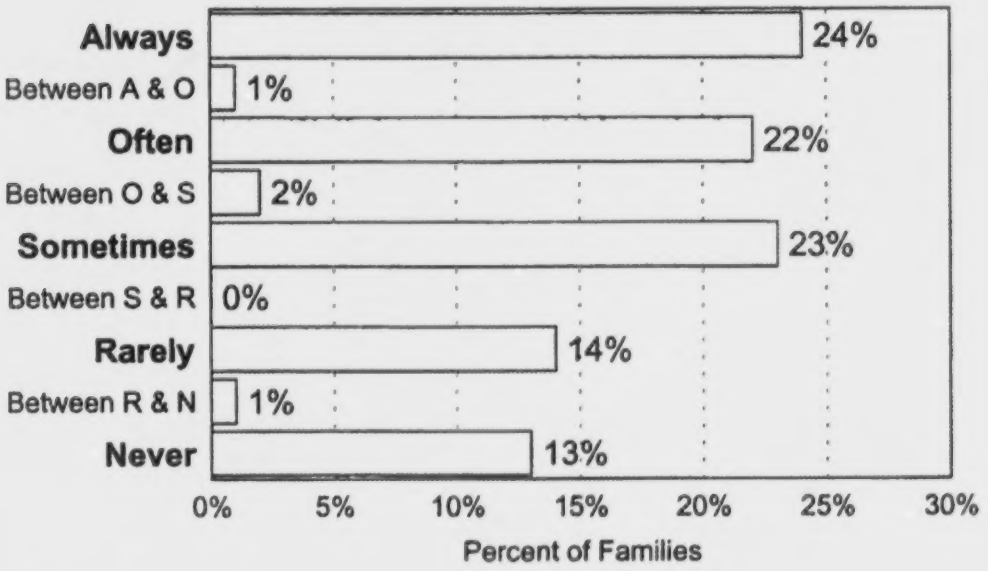
FIGURE 26

How often do you look at other movie ratings or reviews besides the industry ratings to learn more about the content of each movie that your child wants to see?

(N = 494)

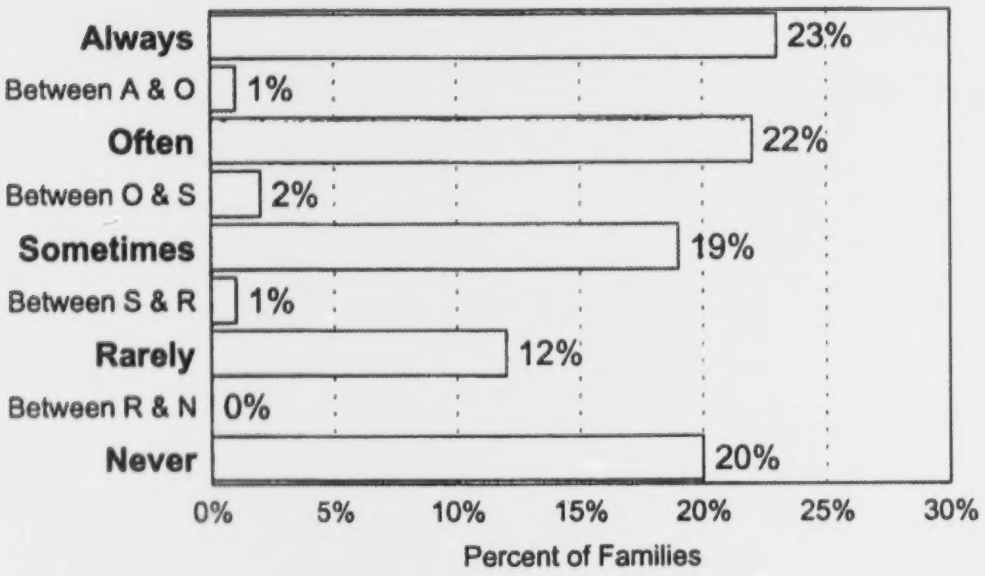


- Almost half (47%) of American parents "always" or "often" look at movie ratings besides the MPAA ratings to learn more about the content of the movies their children want to see.

FIGURE 27

How often do you check with other parents about which videos or movies may be shown at parties or sleep-overs?

(N = 441)

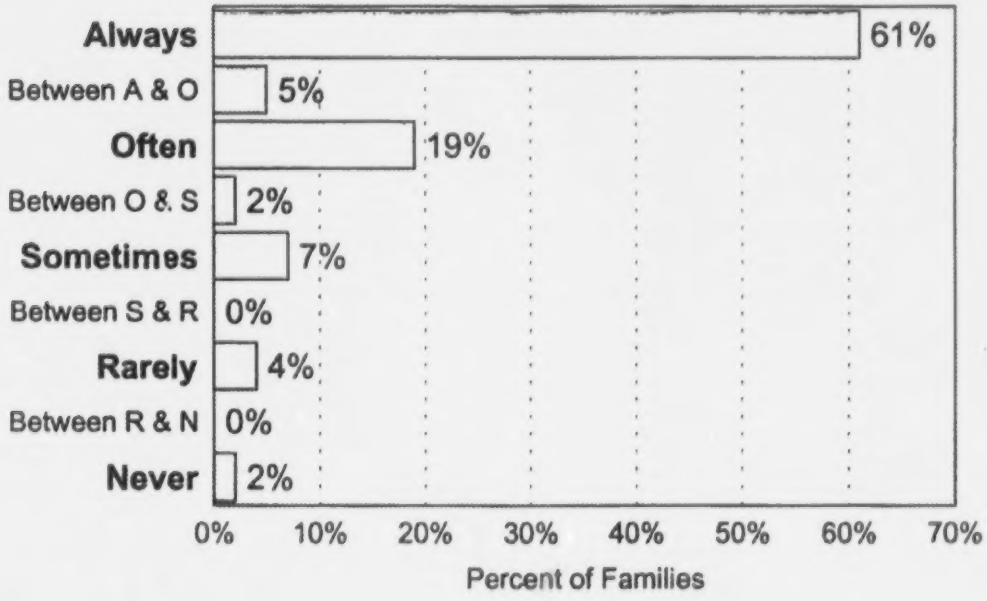


- Fewer than half (46%) of American parents "always" or "often" check with other parents about which videos or movies may be shown at parties or sleep-overs.

FIGURE 28

How often do you know what tapes or CDs your child buys?

(N = 434)

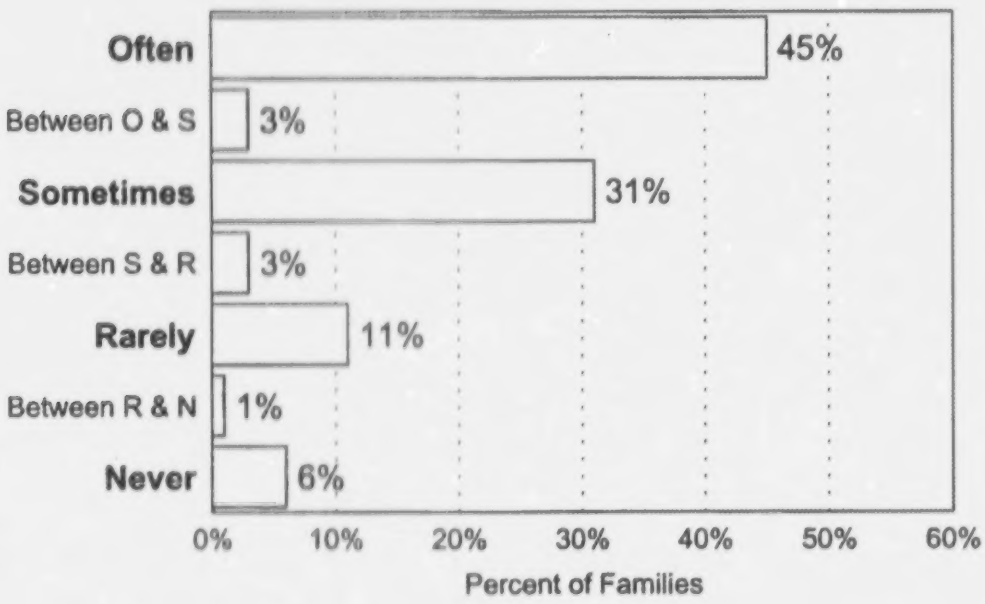


- Sixty-one percent of American parents "always" know what tapes or CDs their children buy.

FIGURE 29

How often do you talk to your child about the music he/she listens to?

(N = 485)



- Over three-quarters (79%) of American parents "sometimes" or "often" talk to their children about the music they listen to.

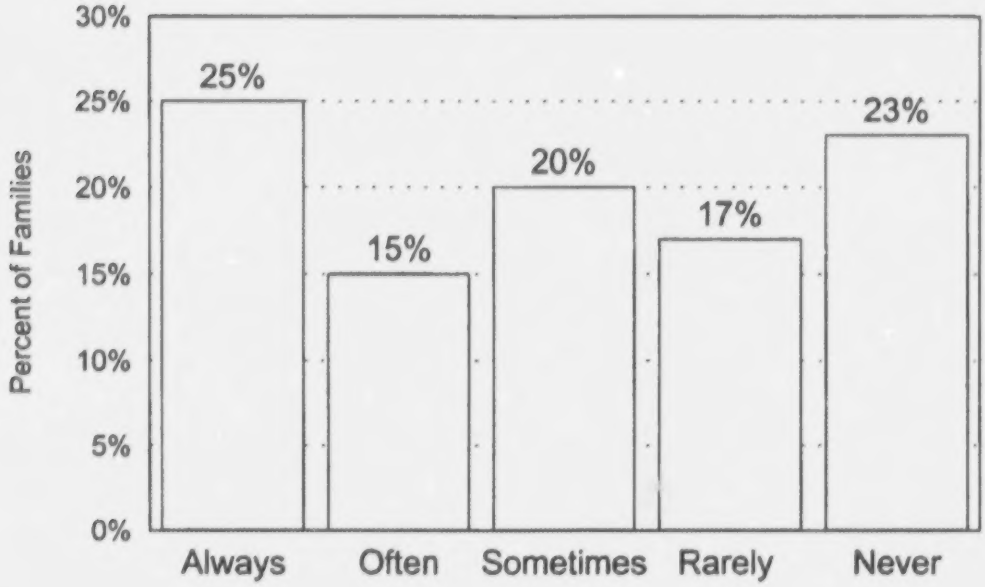
Other Findings

- Hispanic/Latino and African American parents are more likely than Caucasian, Multi-racial, or Asian/Pacific Islander parents to report that they "often" talk to their children about the music they listen to.

FIGURE 30

How often do you look at the industry ratings before renting or buying computer or video games?

(N = 449)



- Forty percent of American parents "rarely" or "never" look at the industry ratings before renting or buying computer or video games.

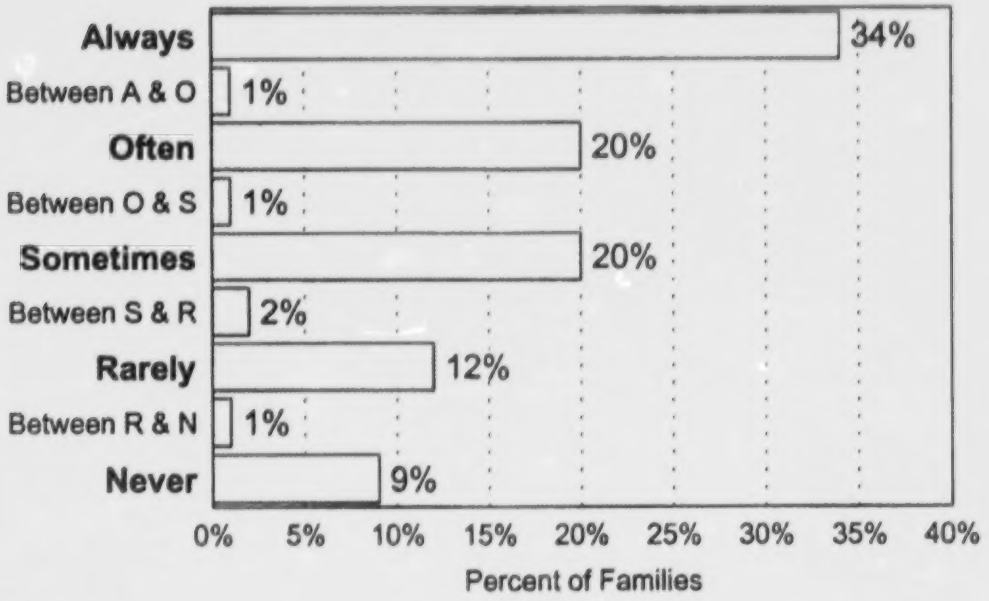
Other Findings

- Single parents (58% "rarely" or "never") and divorced/separated parents (53% "rarely" or "never") are less likely than married parents (37% "rarely" or "never") to look at the ratings before renting or buying video or computer games.

FIGURE 31

How often do you put limits on how much time your child may play computer and video games?

(N = 446)

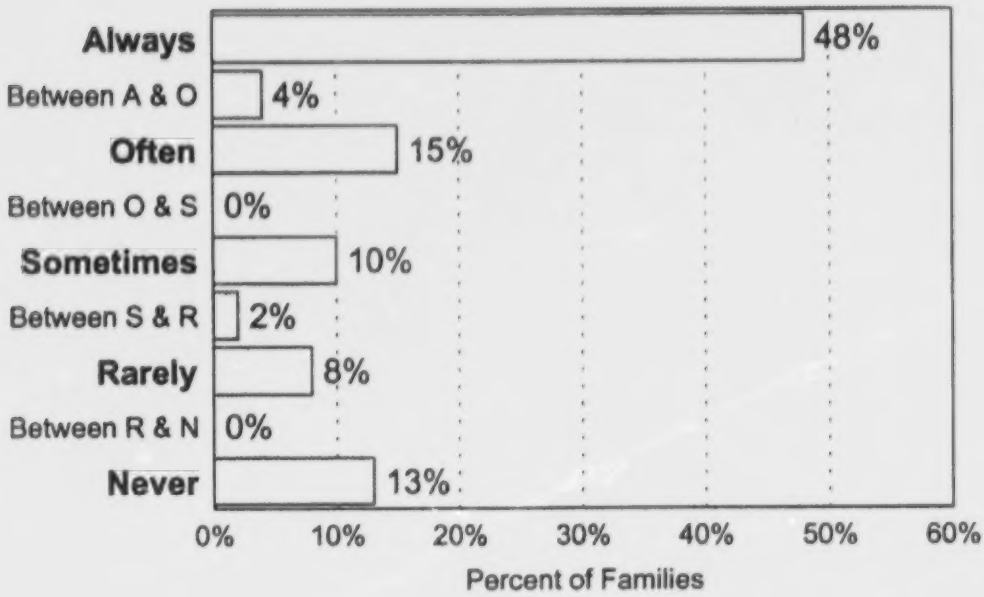


- Fifty-five percent of American parents "always" or "often" put limits on the amount of time their children may play computer and video games.

FIGURE 32

How often do you monitor how your child uses the Internet?

(N = 212)

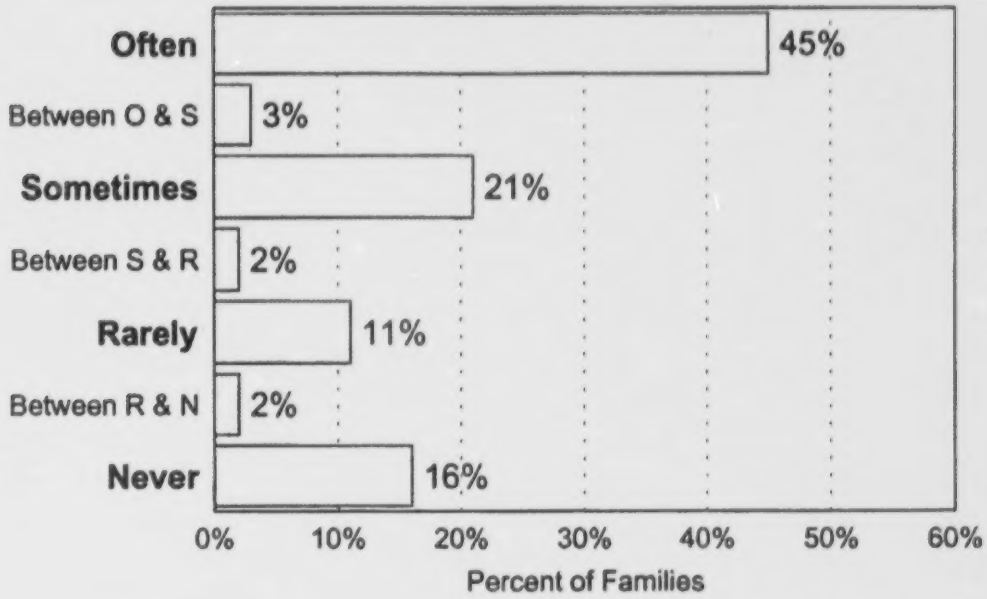


- About one in five (21%) American parents "rarely" or "never" monitor how their children use the Internet.

FIGURE 33

How often do you help your child find appropriate Internet sites to visit?

(N = 202)

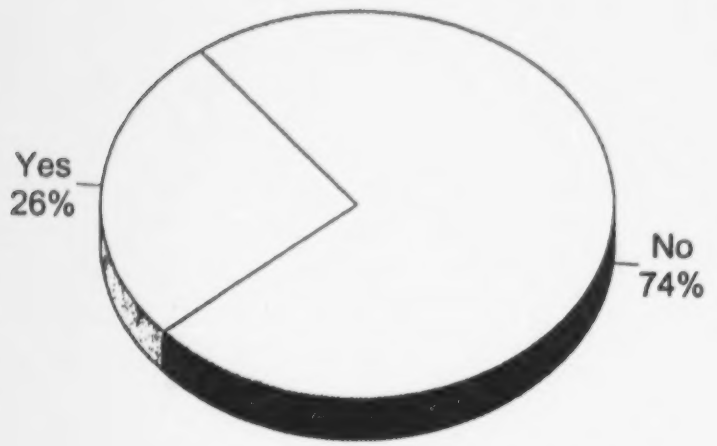


- Almost one-third (29%) of American parents "rarely" or "never" help their children find appropriate Internet sites to visit.

FIGURE 34

Do you use a blocking device for your children's Internet use?

(N = 210)



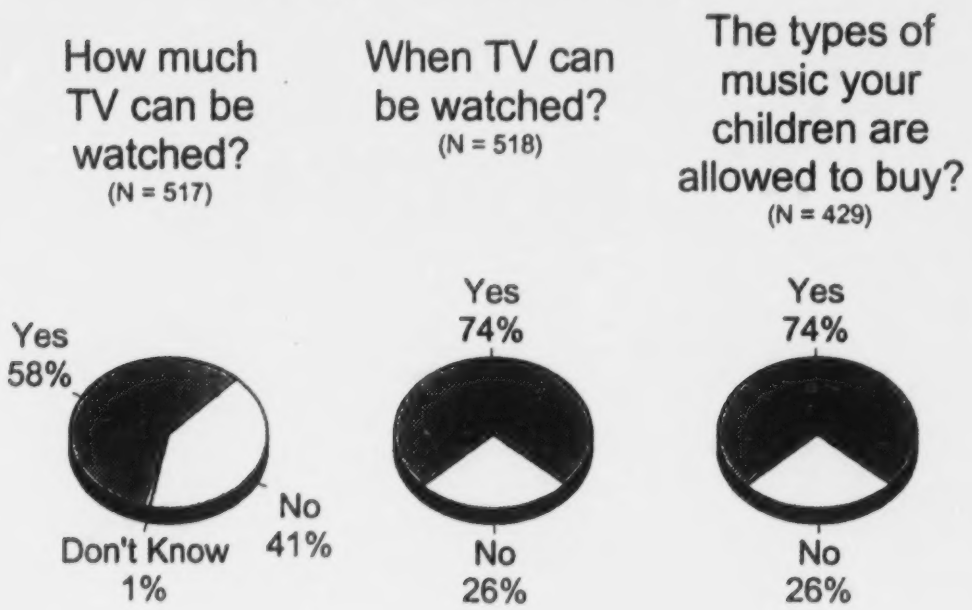
- One-quarter (26%) of American parents with Internet access use a blocking device for their children's Internet use.

Other Findings

- Less educated parents are significantly more likely than more highly educated parents to use a blocking device for their children's Internet use.

FIGURE 35

Do you have rules about:



- Over half (58%) of American parents limit the amount of time their children may watch television, and almost three-quarters (74%) limit when their children may watch television.
- Three-quarters (74%) of American parents limit the types of music their children are allowed to buy.

Other Findings

- African American parents (72%) are more likely than Multi-racial (63%), Asian/Pacific Islander (57%), Caucasian (56%), or Hispanic/Latino (52%) parents to have rules about how much TV can be watched.
- African American parents (81%) are more likely than Hispanic/Latino (75%), Asian/Pacific Islander (75%), Caucasian (73%), or Multi-racial (53%) parents to have rules about the types of music their children may buy.

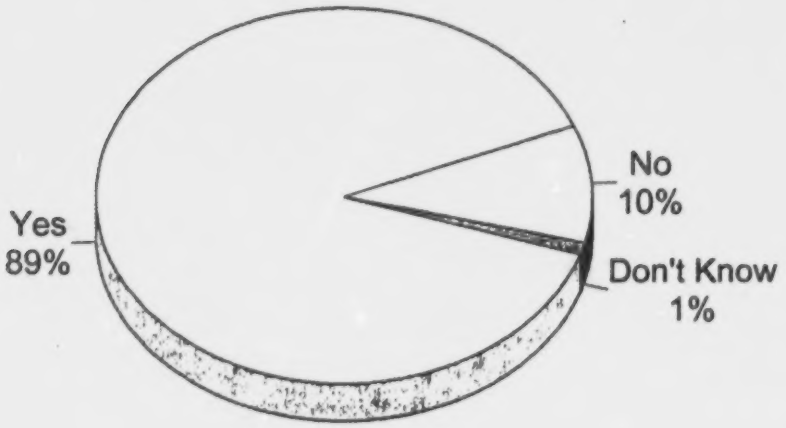
CONSISTENCY

A number of items on the **Media*Quotient*** instrument describe how consistently the parents are with regard to their rules about children's media use. Many of these items are also used to describe how carefully the parents monitor their children's media use.

FIGURE 36

Do the adults in your household have the same rules for how children use TV and other media? (If more than one adult in the household)

(N = 454)



- In most (89%) American families with two parents, the two parents have the same rules for how their children use media.

Other Findings

- Parents with a high school education or less, and parents with graduate/professional degrees are significantly more likely than other parents to have the same rules for how their children use TV and other media.

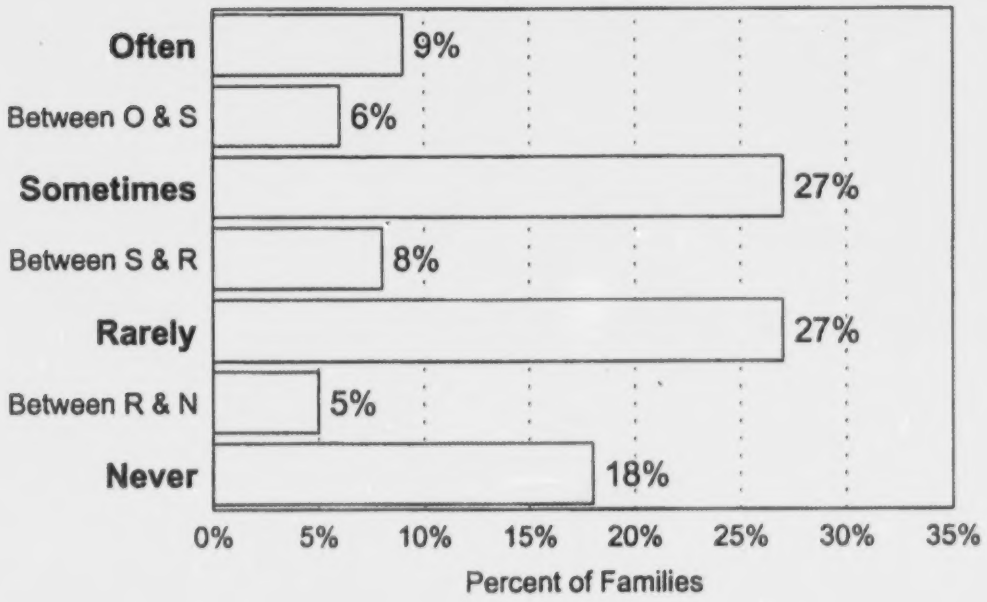
MEDIA EFFECTS

A number of items on the **Media*Quotient*** instrument describe how much parents see their children affected by media.

FIGURE 37

How often do your children copy characters they have seen on TV?

(N = 521)



- Fewer than one in five (18%) children "never" copy characters they have seen on television.

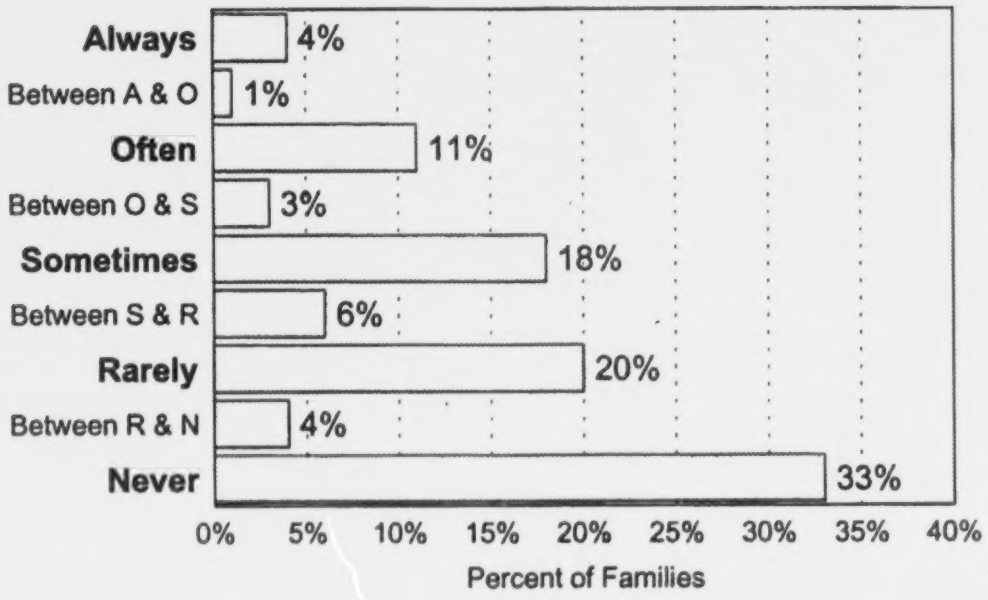
Other Findings

- Single parents (66%) are more likely than married (40%), divorced/separated (40%), or widowed (37%) parents to report that their children "often" or "sometimes" copy characters they have seen on TV.
- Asian/Pacific Islander parents (71%) are more likely than African American (57%), Hispanic/Latino (56%), Multi-racial (42%), or Caucasian (39%) parents to report that their children "often" or "sometimes" copy characters from TV.
- Less educated parents are significantly more likely than more highly educated parents to report that their children "often" or "sometimes" copy characters they have seen on TV.
- Lower-income parents are more likely than higher-income parents to report that their children copy characters from TV.

FIGURE 38

How often do your children want to dress like their favorite sports, music or media stars?

(N = 511)



- Over one-third (37%) of American children at least "sometimes" want to dress like their favorite sports, music or media stars.

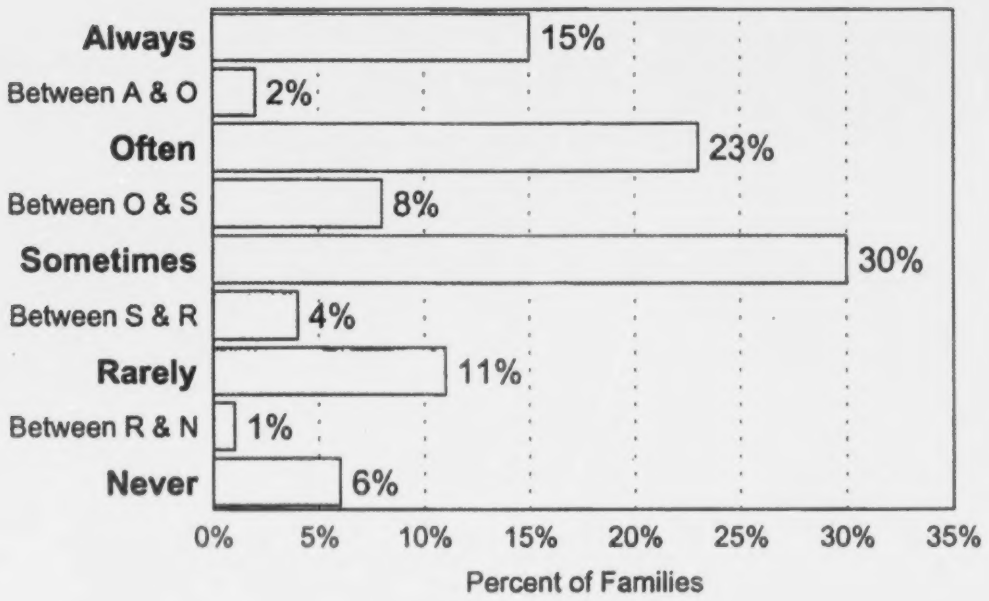
Other Findings

- Single parents (37%) are more likely than widowed (29%), married (14%), or divorced/separated (12%) parents to report that their children "always" or "often" want to dress like their favorite sports, music or media stars.
- Caucasian parents (11%) are less likely than Hispanic/Latino (27%), Asian/Pacific Islander (29%), African American (33%), or Multi-racial (33%) parents to report that their children "always" or "often" want to dress like their favorite sports, music or media stars.
- Parents with less than a high school education are more likely than more highly educated parents to report that their children "always" or "often" want to dress like their favorite sports, music or media stars.
- Lower-income parents are more likely higher-income parents to report that their children want to dress like their favorite sports, music or media stars.

FIGURE 39

How often do your children want to buy products they have seen on TV?

(N = 522)



- Forty percent of American children "always" or "often" want to buy products they have seen on television.

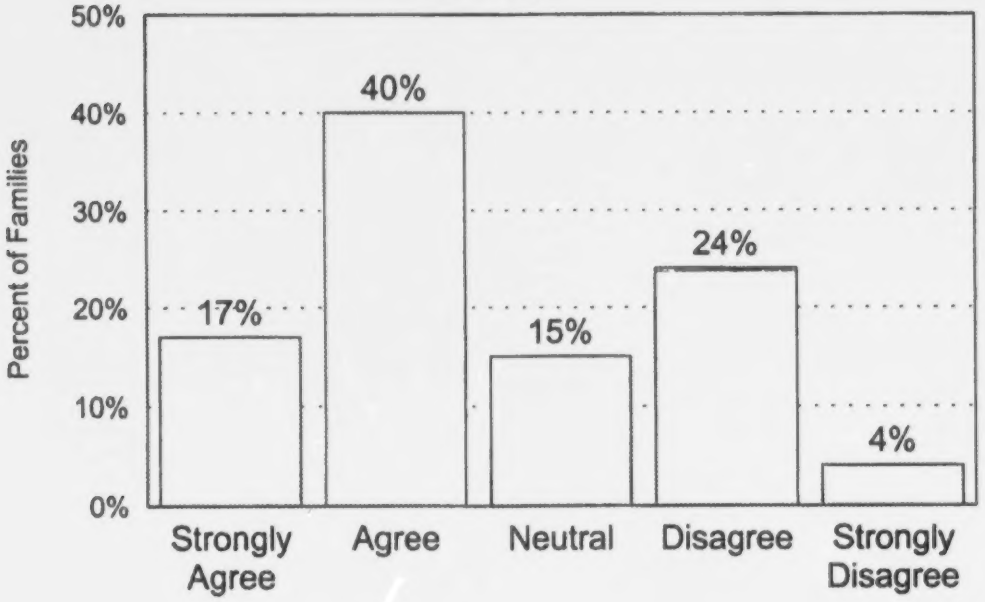
Other Findings

- Parents with less education are more likely than more highly educated parents to report that their children want to buy products they have seen on television.

FIGURE 40

My children are affected by the violence they see in movies or on TV.

(N = 487)



- Over half (57%) of American parents "agree" or "strongly agree" that their children are affected by the violence they see in movies or on television.

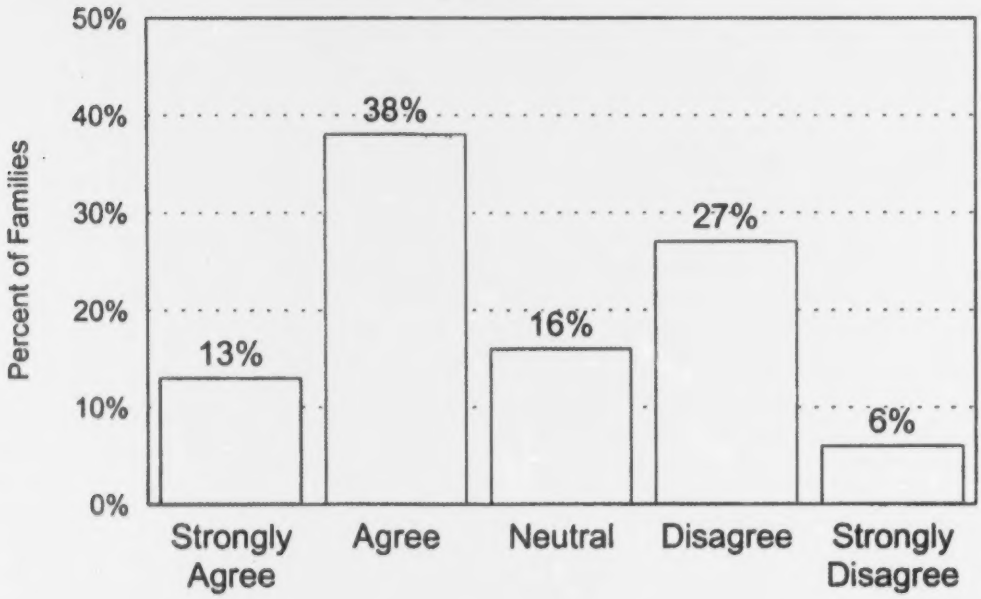
Other Findings

- African American parents (27%) are less likely than Multi-racial (53%), Caucasian (62%), Hispanic/Latino (63%), or Asian/Pacific Islander (72%) parents to "agree" or "strongly agree" that their children are affected by the violence they seen in the movies or on TV.
- With the exception of parents who did not finish high school, less educated parents are less likely than more highly educated parents to "agree" or "strongly agree" that their children are affected by the violence they seen in the movies or on TV. Parents who did not finish high school are the most likely group to agree with this statement.

FIGURE 41

My children are affected by the violence they see in video games.

(N = 433)



- About half (51%) of American parents "agree" or "strongly agree" that their children are affected by the violence they see in video games.

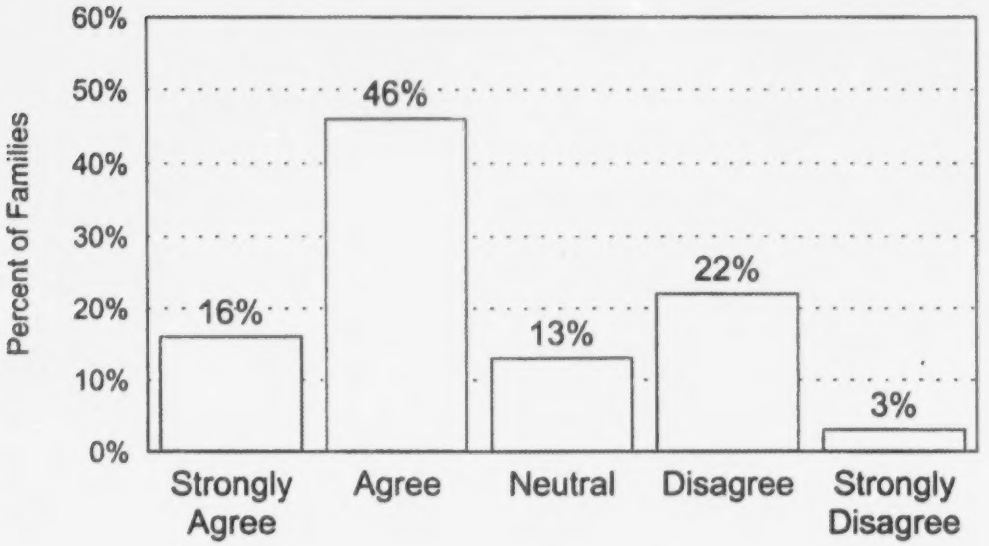
Other Findings

- African American parents (37%) are less likely than Asian/Pacific Islander (43%), Multi-racial (44%), Caucasian (54%), or Hispanic/Latino (62%) parents to "agree" or "strongly agree" that their children are affected by the violence they see in video games.

FIGURE 42

My children have sometimes become scared that something they saw in a movie or on TV might happen to them.

(N = 504)

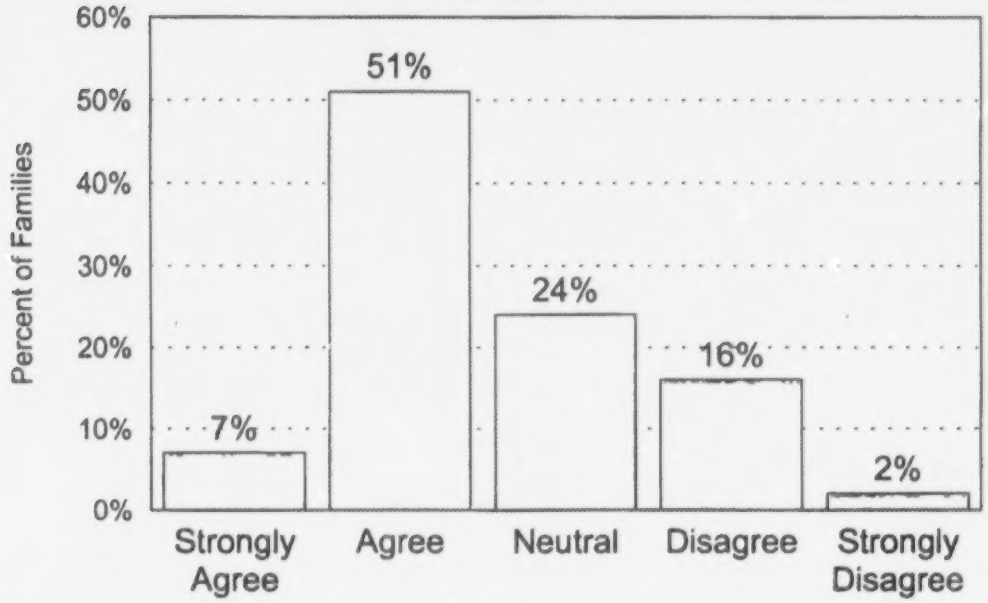


- Sixty-two percent of American parents "agree" or "strongly agree" that their children have become scared that something they saw on TV or in a movie might happen to them.

FIGURE 43

I have seen media have a positive effect on my children.

(N = 508)



- More than half (58%) of American parents "agree" or "strongly agree" that they have seen media have a positive effect on their children.

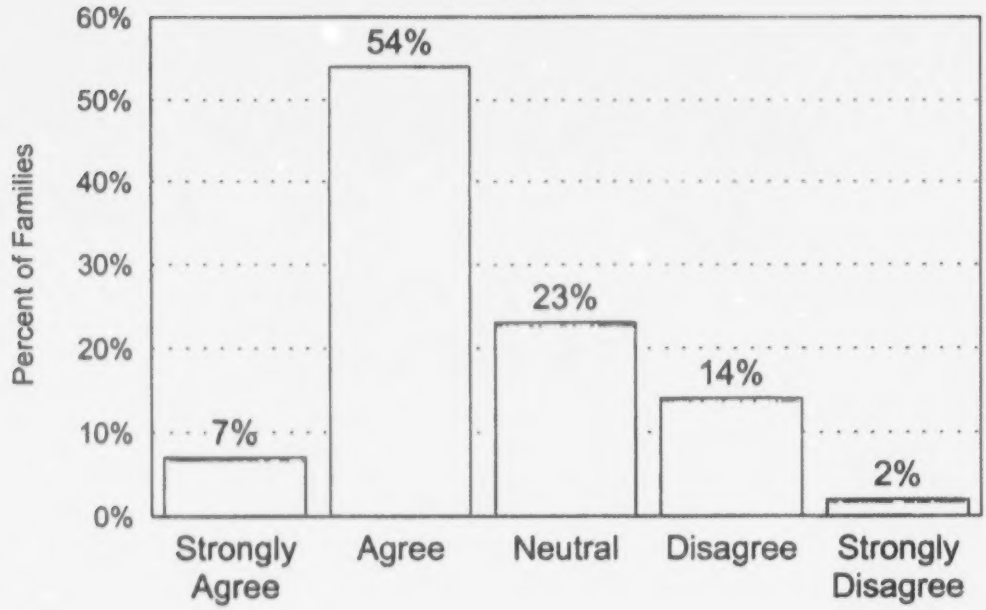
Other Findings

- Single (75%) and divorced/separated (73%) parents are more likely than married (55%) or widowed (40%) parents to "agree" or "strongly agree" that they have seen media have a positive effect on their children.
- Parents who earn under $15,000 are more likely to report having seen media have a positive effect on their children than all other income groups (71% and an average of 54%, respectively).

FIGURE 44

I have seen media have a negative effect on my children.

(N = 512)



- Sixty-one percent of American parents "agree" or "strongly agree" that they have seen media have a negative effect on their children.

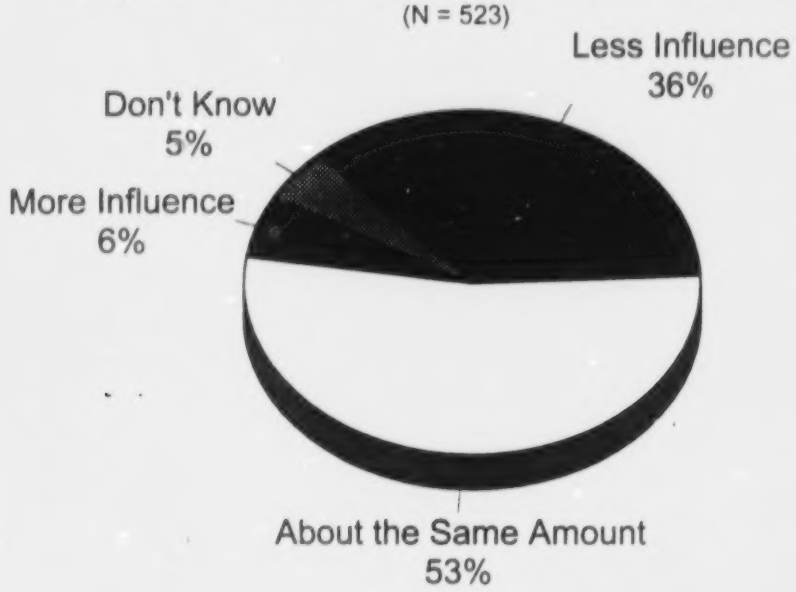
Other Findings

- Single (76%) and divorced/separated (73%) parents are more likely than married (59%) or widowed (41%) parents to "agree" or "strongly agree" that they have seen media have a negative effect on their children.
- Asian/Pacific Islander parents (29%) are less likely than Hispanic/Latino (42%), Multi-racial (50%), African American (60%), or Caucasian (65%) parents to "agree" or "strongly agree" that they have seen media have a negative effect on their children.

FIGURE 45

Do you think that media have more influence, less influence, or about the same amount of influence on your children compared to most children?

(N = 523)



- Thirty-six percent of American parents think that media have less influence on their children than most children, and only six percent think that media have more influence on their children.

Other Findings

- Lower-income parents are more likely than higher-income parents to report that media have more influence on their children compared to most children.

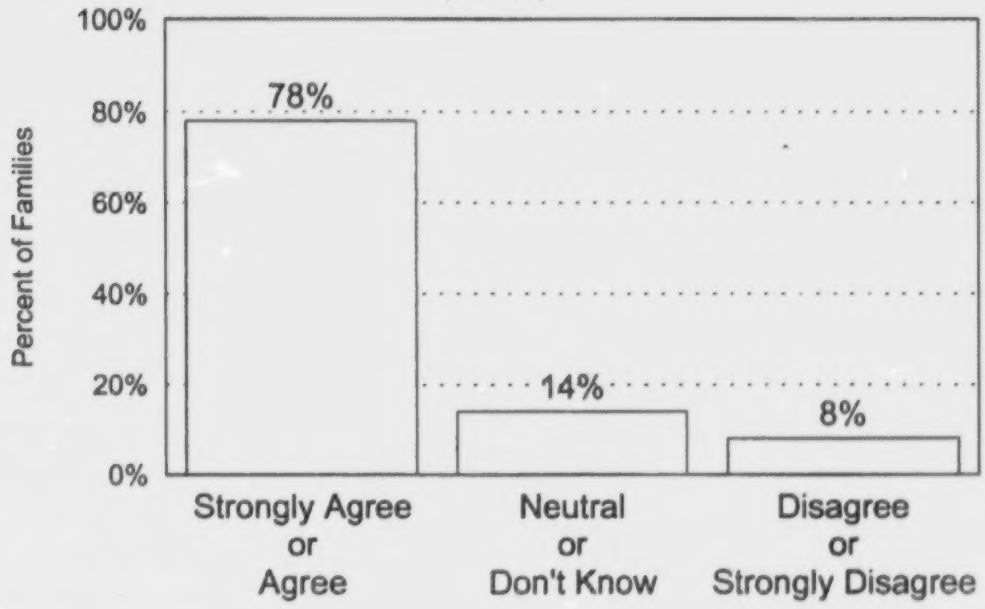
Media Knowledge

A number of items on the Media*Quotient* instrument determine whether parents know a number of facts about media and its effects.

FIGURE 46

Children who watch a lot of violent TV are more aggressive than children who watch less violent TV.

(N = 527)

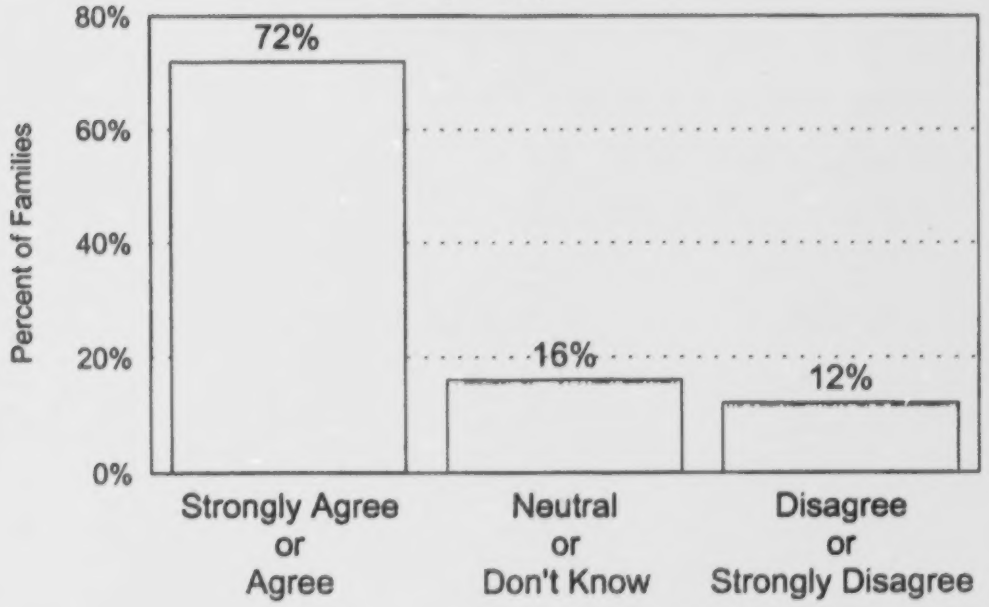


- Over three-quarters (78%) of American parents know that a heavy diet of violent television is related to higher levels of aggressive behavior.

FIGURE 47

TV can teach my children to care about other people's feelings.

(N = 527)

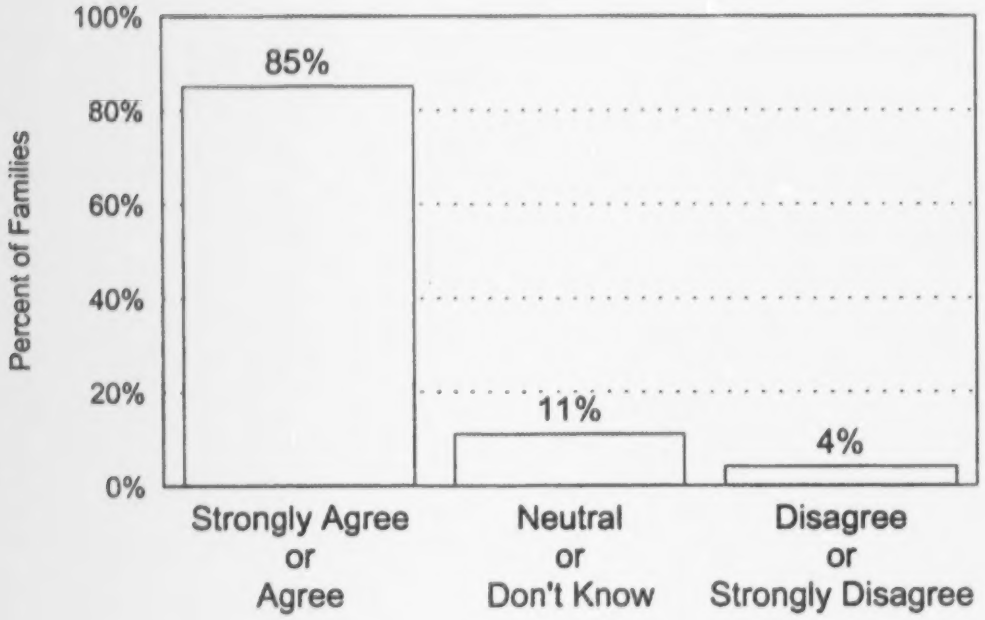


- Almost three-quarters (72%) of American parents know that some television programs can teach empathy.

FIGURE 48

Children can learn stereotypes from TV.

(N = 527)



- More than four in five (85%) American parents know that television can teach stereotypes.

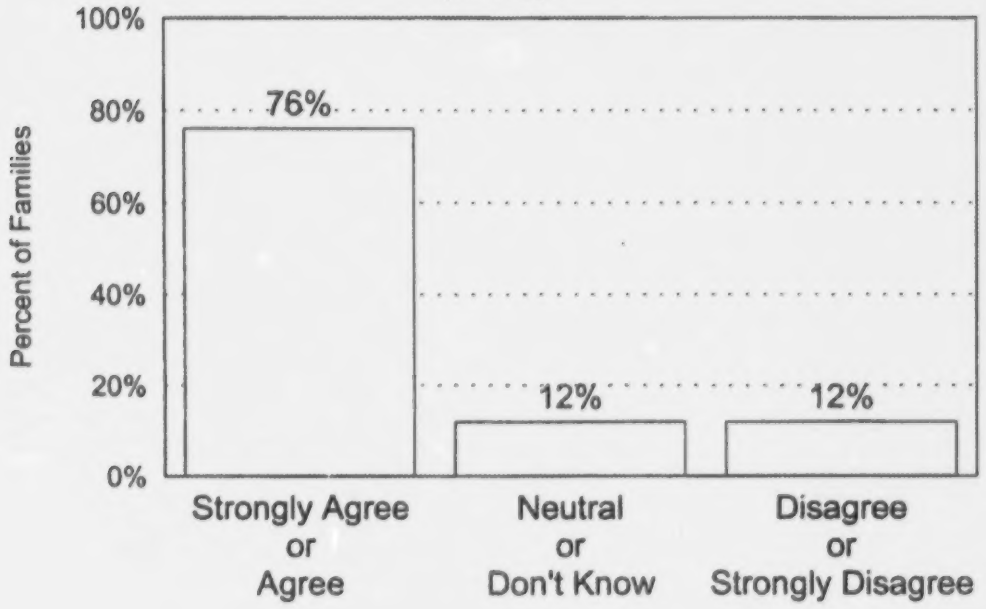
Other Findings

- Less educated parents are less likely than more highly educated parents to know that children can learn stereotypes from TV.

FIGURE 49

The amount of TV viewing can have a negative effect on children's physical health.

(N = 525)



- About three-quarters (76%) of American parents know that the amount of television viewing can have a negative impact on children's physical health.

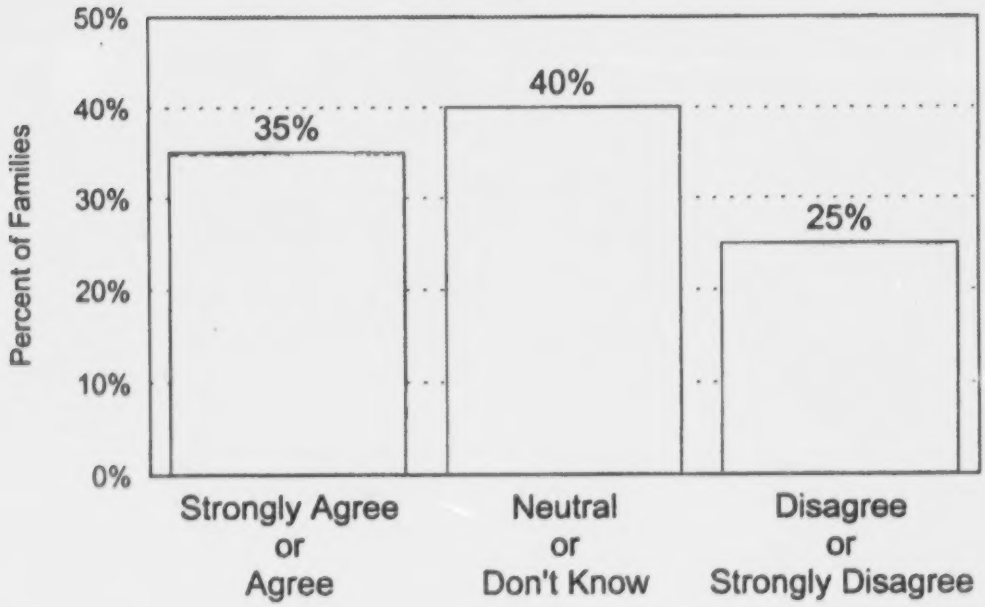
Other Findings

- Married parents (79%) are more likely than divorced/separated (67%), widowed (65%) or single (61%) parents to know that the amount of TV viewing can affect children's physical health.
- Parents with "some high school" and with four-year or graduate degrees are more likely than other parents to know that the amount of TV viewing can have a negative effect on children's health.

FIGURE 50

Music videos are more violent than most TV programs.

(N = 505)



- Over one-third (35%) of American parents know that music videos have more violence than most television programs.

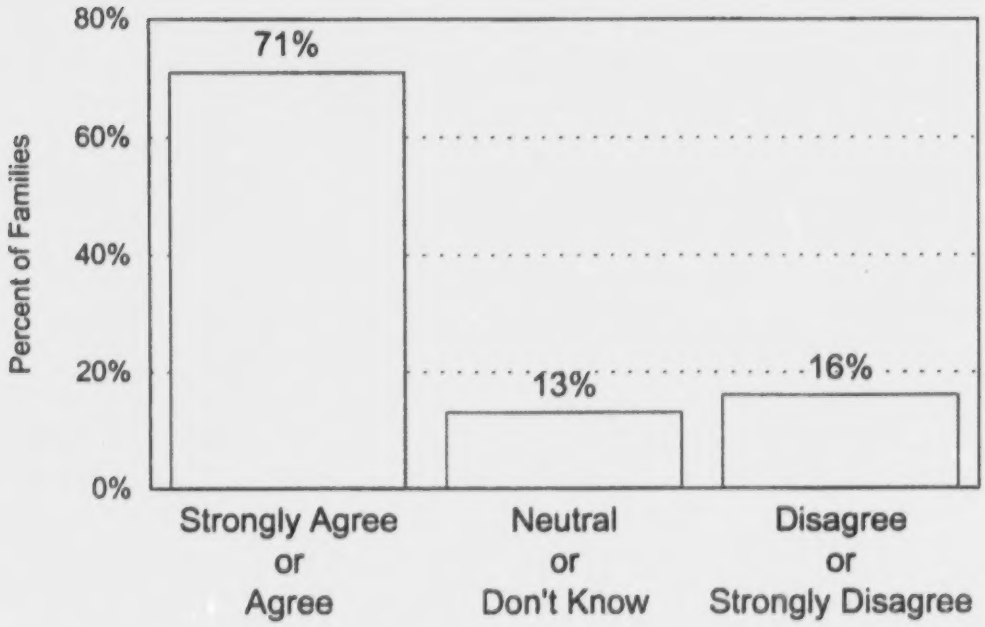
Other Findings

- Asian/Pacific Islander (0% in this sample) and Caucasian (34%) parents are less likely than African American (43%), Multi-racial (47%), or Hispanic/Latino (60%) parents to know that music videos have more violence than most TV programs.

FIGURE 51

A G-rated movie could contain violence.

(N = 526)

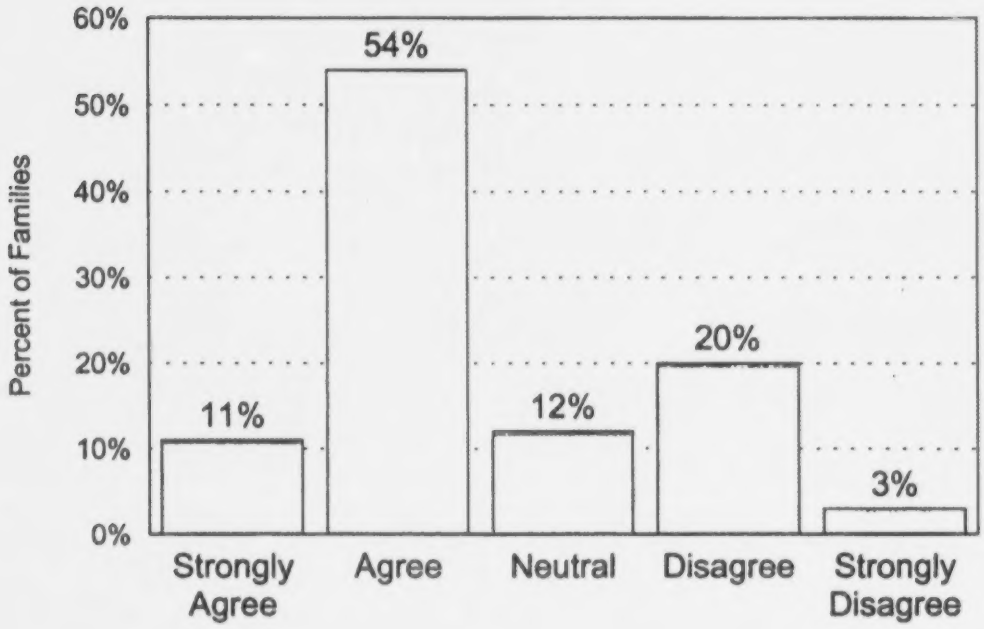


- Over two-thirds (71%) of American parents know that a G-rating does not preclude a movie from having violent content.

FIGURE 52

The main goal of TV is to entertain viewers.

(N = 527)



- Almost two-thirds (65%) of American parents believe that the main goal of TV is to entertain.

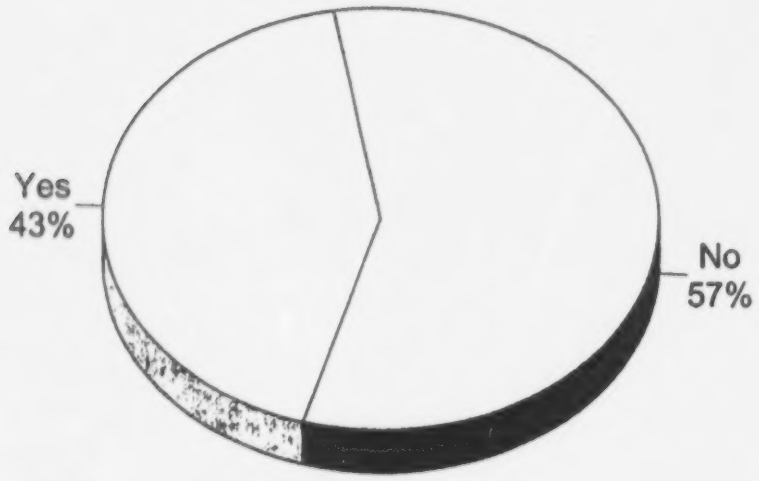
Other Findings

- Asian/Pacific Islander (43%) and Multi-racial (35%) parents are more likely than Caucasian (24%), Hispanic/Latino (23%), or African American (9%) parents to "disagree" or "strongly disagree" that they main goal of TV is to entertain viewers.

FIGURE 53

Do you understand all of the symbols used in the TV rating system (TV-Y, TV-Y7, TV-G, TV-PG, TV-14, TV-M, D, L, S, V, FV)?

(N = 526)

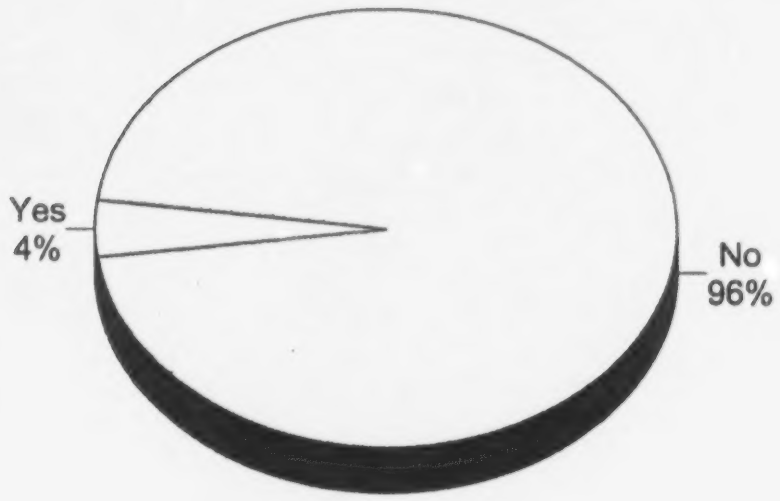


- Fewer than half (43%) of American parents understand all of the symbols used in the television rating system.

FIGURE 54

Do you know what the TV symbol E/I stands for?

(N = 526)

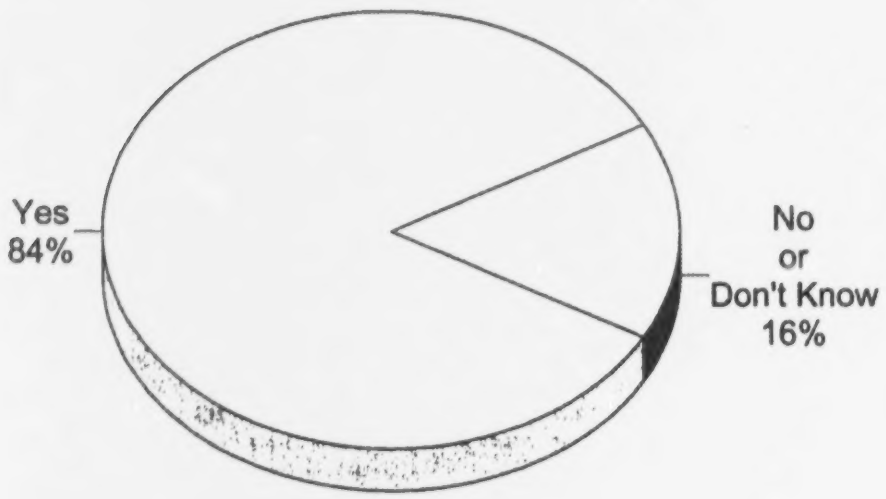


- Only four percent of American parents know that the television symbol E/I stands for "Educational/Informational."

FIGURE 55

Are you aware there are Internet blocking devices available to keep children off of adult Web sites?

(N = 527)



- More than four in five (84%) American parents know that there are Internet blocking devices available to help keep children off of adult Web sites.

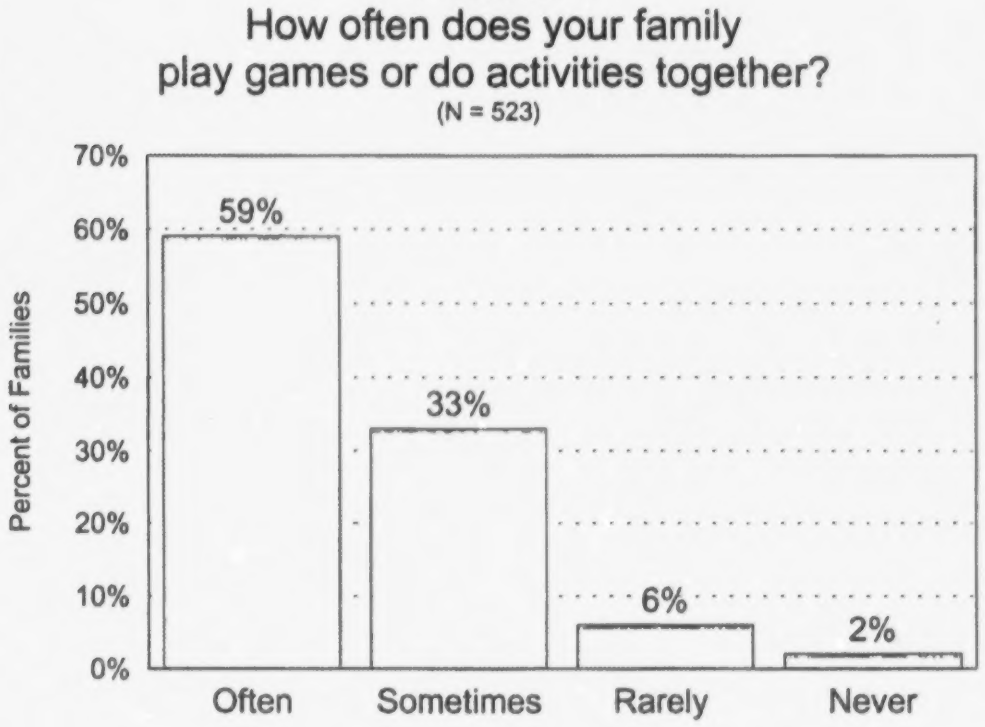
Other Findings

- Caucasian parents (90%) are more likely than Multi-racial (74%), Asian/Pacific Islander (71%), African American (64%), or Hispanic/Latino (60%) parents to be aware of Internet blocking devices.
- Less educated parents are less likely than more highly educated parents to know about Internet blocking devices.
- Lower-income parents are less likely than higher-income parents to be aware of Internet blocking devices.

Alternative Activities

A number of items on the **Media*Quotient*** instrument ask about how often children participate in alternatives to electronic media with their parents' support. Some of these items are repeated from the Media Use section.

FIGURE 56



- Most (92%) American families "sometimes" or "often" play games or do activities together.

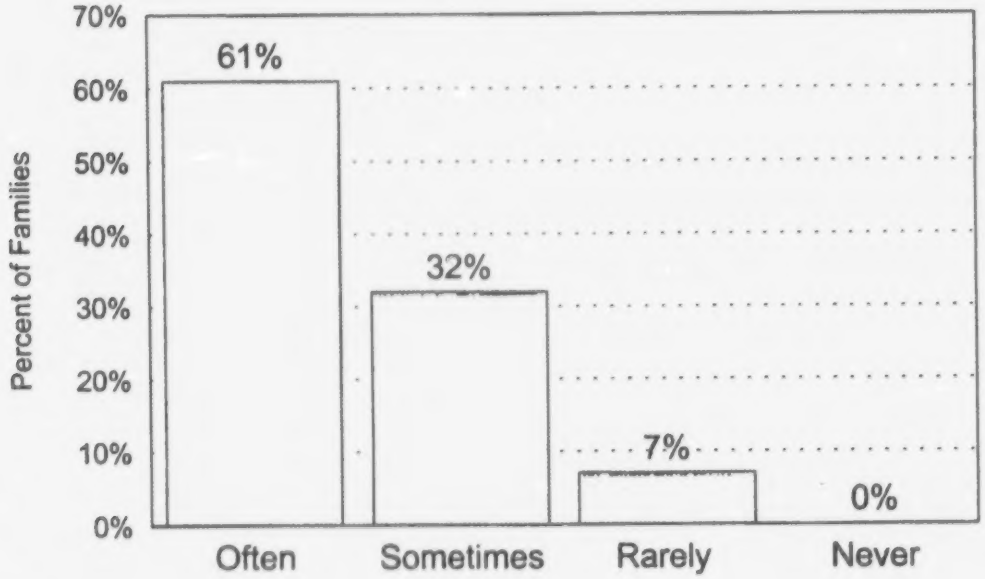
Other Findings

- Widowed parents (44%) are less likely than married (60%), single (60%), or divorced/separated (56%) parents to "often" play games or do family activities together.
- Families with less educated parents do fewer family activities together than families with more highly educated parents.
- Lower-income families do fewer family activities together than higher-income families.

FIGURE 57

How often does your family go on outings together?

(N = 523)



- Most (93%) American families "sometimes" or "often" go on outings together.

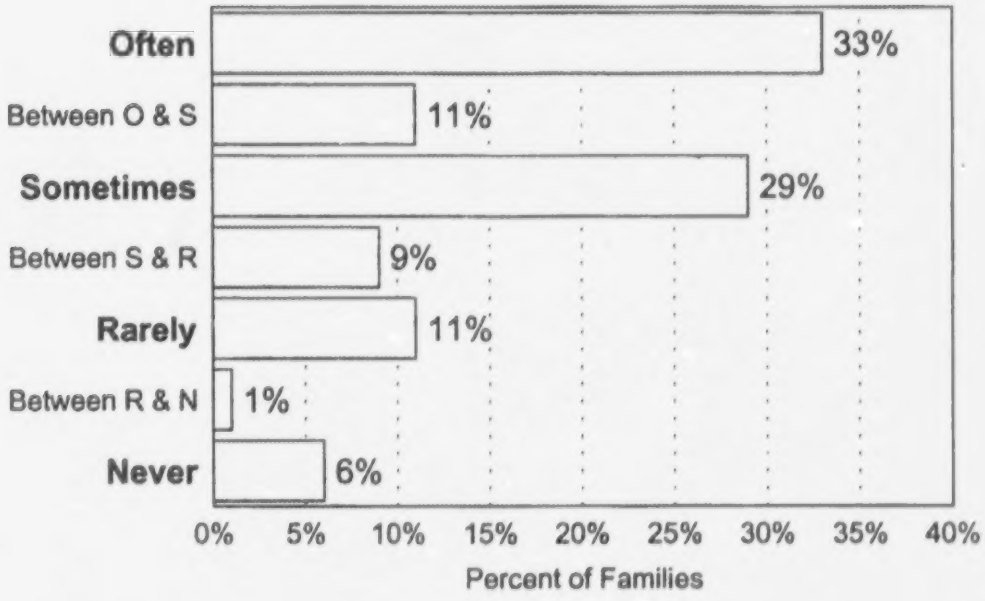
Other Findings

- Lower-income families go on fewer family outings together than do higher-income families.

FIGURE 58

How often do your children draw pictures or write stories for fun?

(N = 520)

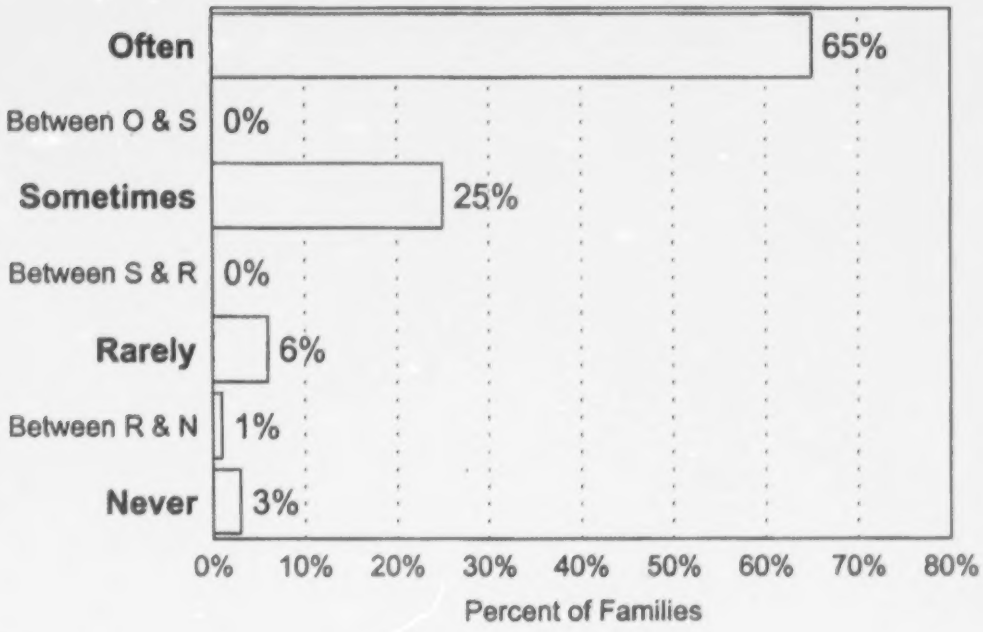


- Almost three-quarters (73%) of American children "often" or "sometimes" draw pictures or write stories for fun.

FIGURE 59

How often do your children see you read?

(N = 523)

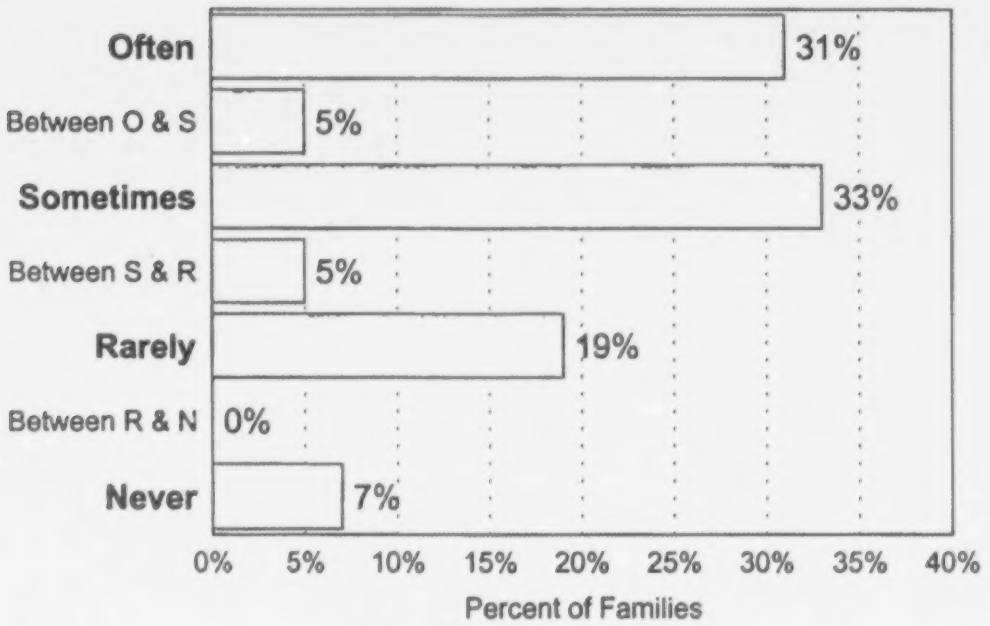


- Almost two-thirds (65%) of American children "often" see their parents read.

FIGURE 60

How often do your children go to the library?

(N = 524)



- Over two-thirds (69%) of parents report that their children at least "sometimes" go to the library.

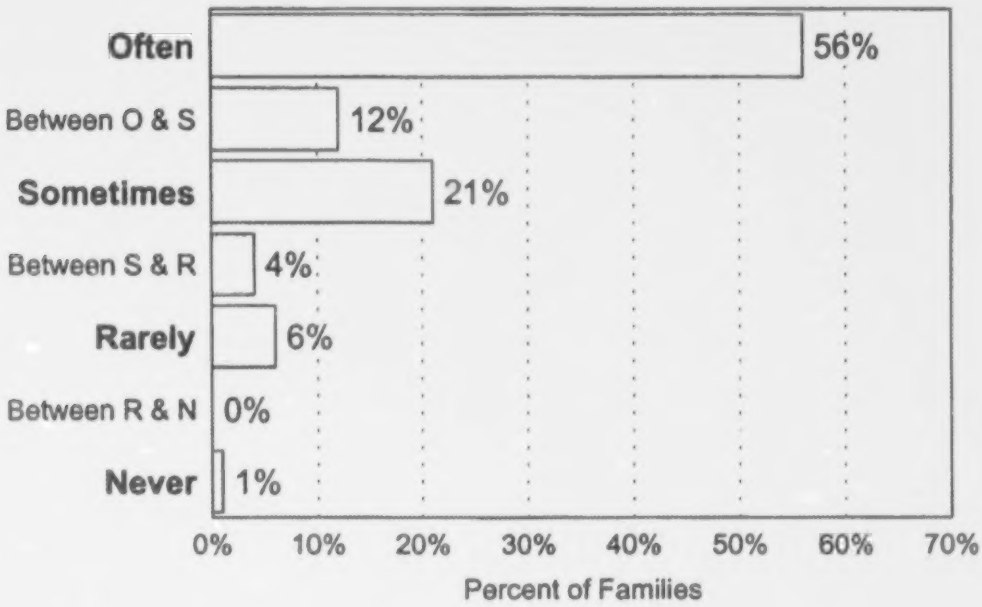
Other Findings

- Families that earn at least $55,000 a year are more likely than families that earn less money to have children who go to the library.

FIGURE 61

How often do your children read books?

(N = 514)

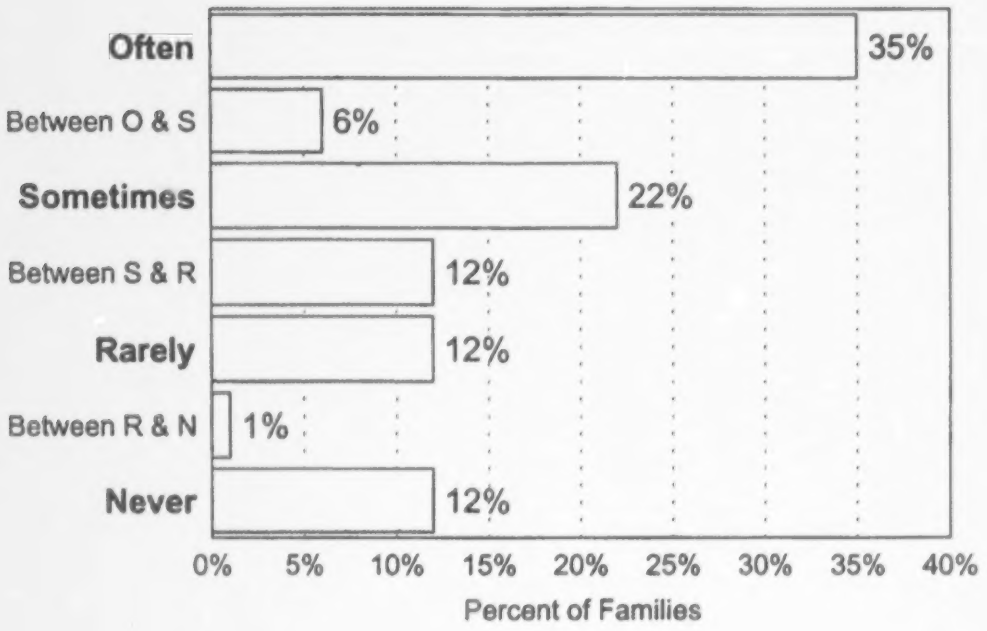


- Over half (56%) of American children "often" read books.

FIGURE 62

How often do you read to your children?

(N = 510)



- Almost two-thirds (63%) of American parents report "sometimes" or "often" reading to their 2- to 17-year-old children.
- There are large differences in frequency of reading to children based on the age of child. More than four in five (84%) parents of 2- to 7-year-olds, 41 percent of parents of 8- to 12-year-olds, and three percent of parents of 13- to 17-year-olds report "often" reading to their children.

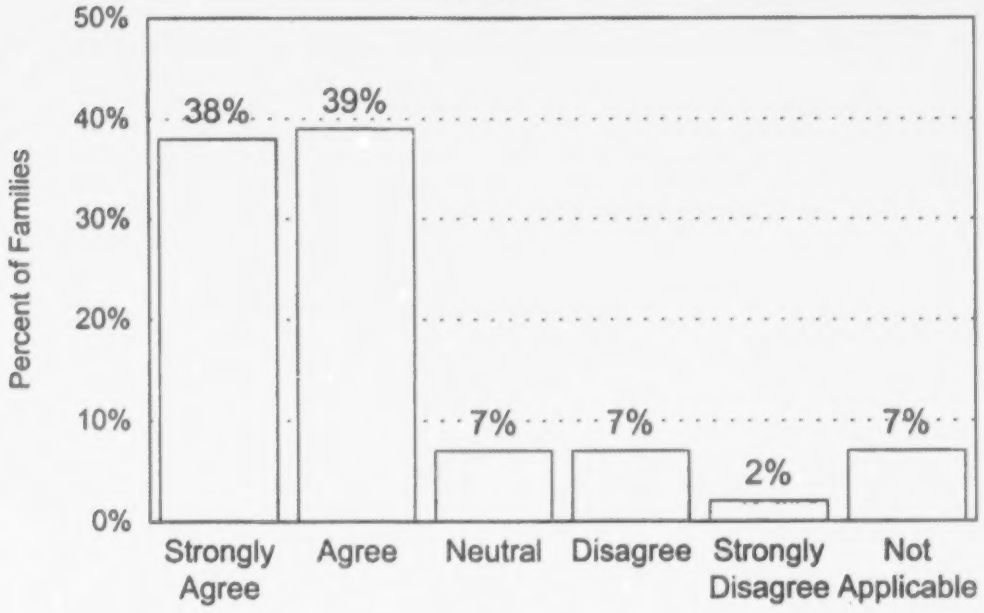
ATTITUDES

Two items on the **Media*Quotient*** instrument ask about parents' attitudes about media portrayals of sex and violence.

FIGURE 63

I am concerned about the amount of sexual content my children see in movies or on TV.

(N = 525)



- About three-quarters (77%) of American parents of 2- to 17-year-olds "agree" or "strongly agree" that they are concerned about the amount of sexual content their children see in movies or on TV.

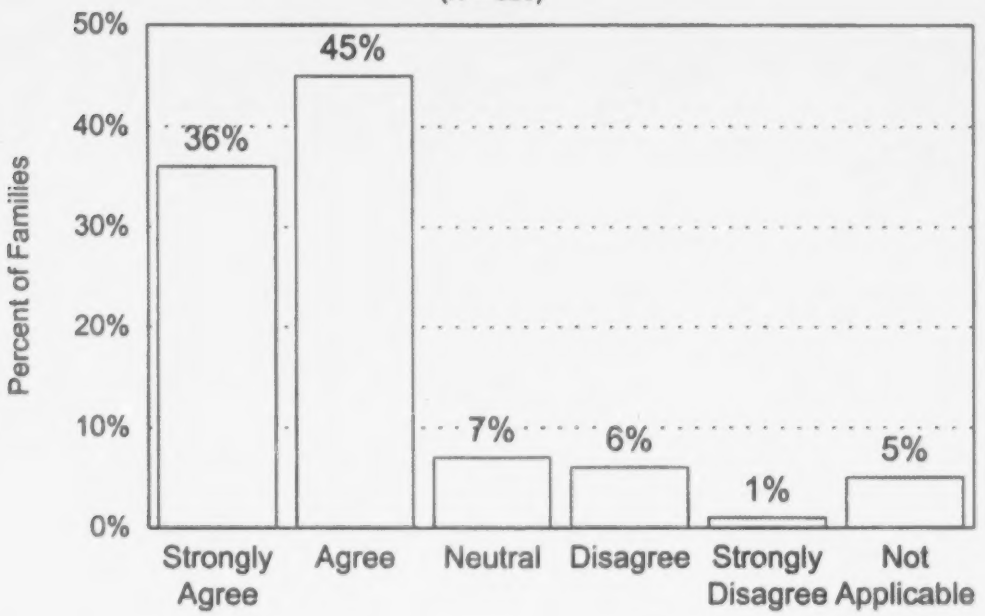
Other Findings

- Asian/Pacific Islander parents (86%) are more likely than Caucasian (79%), Hispanic/Latino (76%), African American (74%), or Multi-racial (65%) parents to "agree" or "strongly agree" that they are concerned about the sexual content their children see in the movies or on TV.

FIGURE 64

I am concerned about the amount of violent content my children see in movies or on TV.

(N = 525)



- Eighty-one percent of American parents of 2- to 17-year-olds "agree" or "strongly agree" that they are concerned about the amount of violent content their children see in movies or on TV.

Other Findings

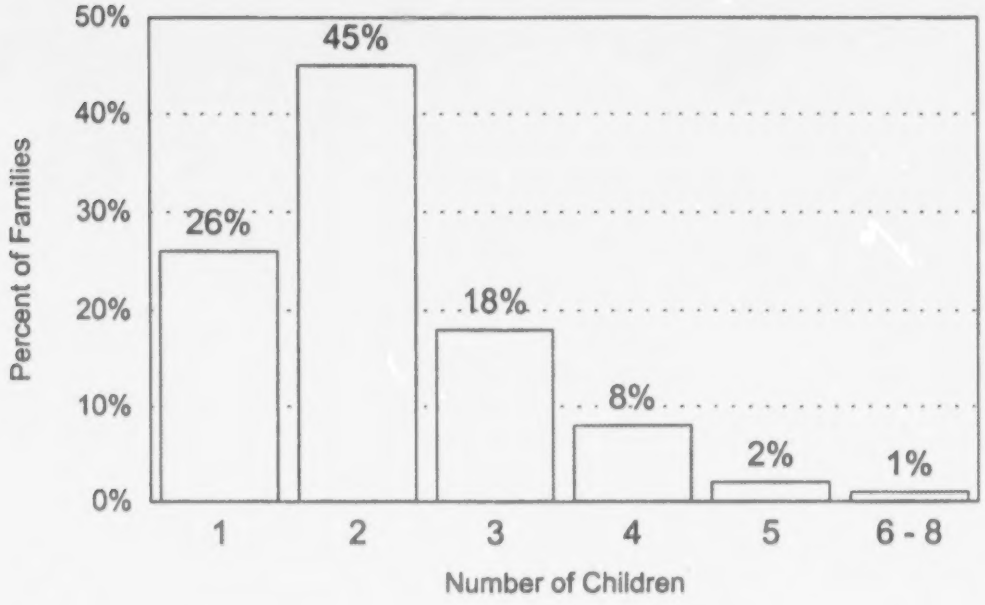
- Hispanic/Latino parents (84%) are more likely than Caucasian (82%), African American (77%), Asian/Pacific Islander (75%), or Multi-racial (68%) parents to "agree" or "strongly agree" that they are concerned about the violent content their children see in the movies or on TV.

FIGURE 65

How many children do you have living at home now?

Mean number of children = 2.18

(N = 527)

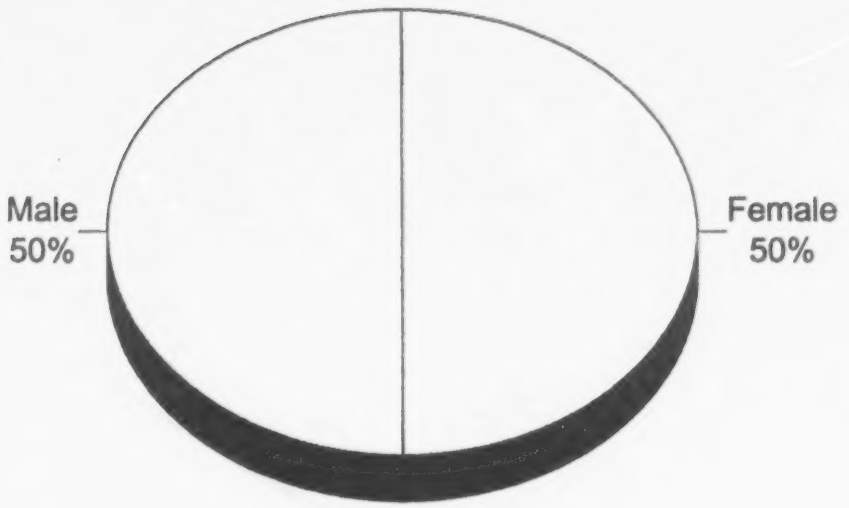


- The average number of children the respondents have currently living in their homes is 2.18.

FIGURE 66

Sex of Children

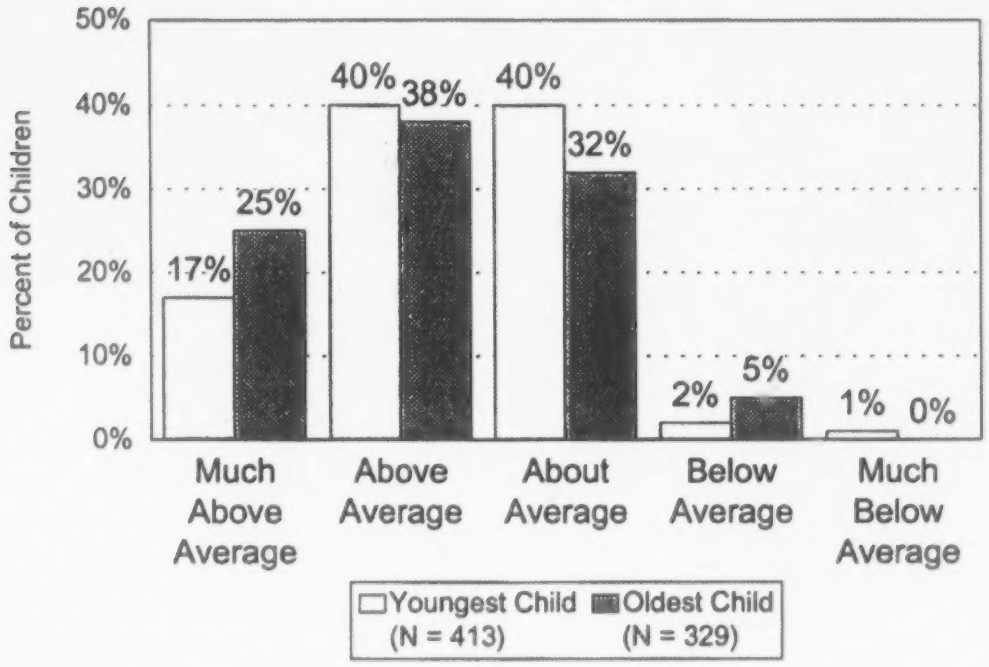
(N = 527)



- The **Media***Quotient* asks parents to report on two children (if they have more than one). The sexes of the children described by parents are split equally.

FIGURE 67

Children's School Performance (Parent Report)



- Parents are more inclined to report that their children score above average in school than that their children score below average in school.

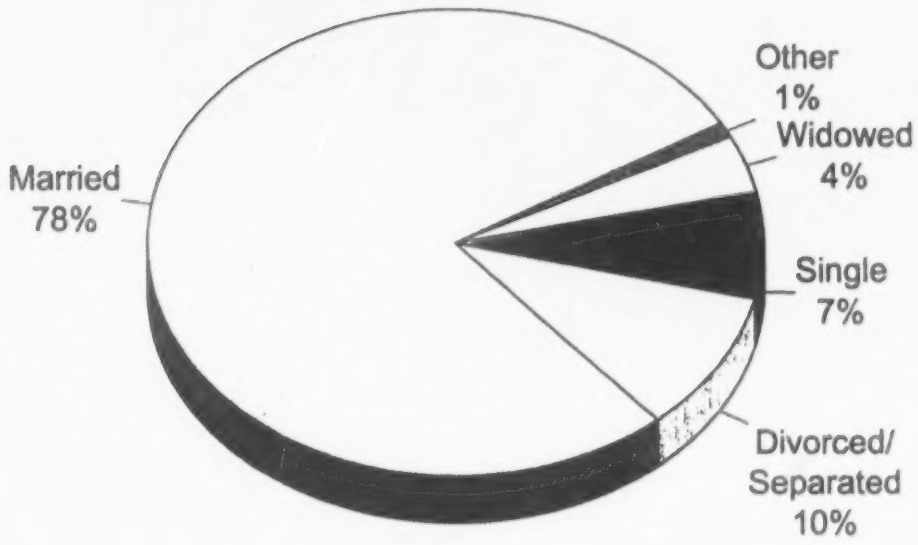
Other Findings

- Hispanic/Latino (32%), Multi-racial (39%), and African American (39%) parents are less likely than Caucasian (63%) or Asian/Pacific Islander (75%) parents to report that their youngest children score "above average" or "much above average" in school.
- Children of less educated parents perform more poorly in school than children of more highly educated parents.
- More highly educated parents are more likely than less educated parents to report that their children score "above average" or "much above average" in school.

FIGURE 68

Marital Status of Respondents

(N = 526)



- About three-quarters (78%) of our sample are married.

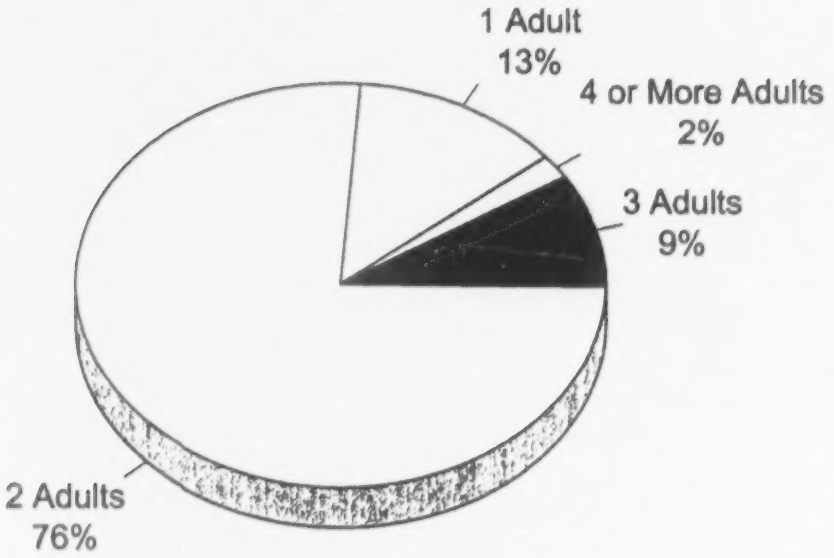
Other Findings

- Asian/Pacific Islander (100%) and Caucasian (85%) respondents are more likely than Multi-racial (79%), Hispanic/Latino (60%), or African American (38%) respondents to be married.
- Parents with a four-year college degree or a graduate/professional degree are more likely to be married than parents with less education. Parents who did not finish high school are the most likely to be widowed.

FIGURE 69

Number of Adults in Household

(N = 526)



- Eighty-seven percent of households in this study have two or more adults living in the home. Adult children age 18 or over could be counted as adults.

Other Findings

- Asian/Pacific Islander (43%), Multi-racial (30%), and Hispanic/Latino respondents (28%) are more likely other groups to have three or more adults in the household. Caucasian respondents (81%) are more likely than other groups to have two adults in the household. African American (39%) respondents are more likely than other groups to have one adult in the household.
- Families with two adults are more likely to report earning over the national median income level ($36,000+), and families with one or three-plus adults are more likely to earn under $25,000 annually.

Media Access

- Seventy-nine percent of households with children aged 2 to 17 subscribe to cable or satellite TV services.
- Forty-one percent of households with children aged 2 to 17 have an Internet connection from home.

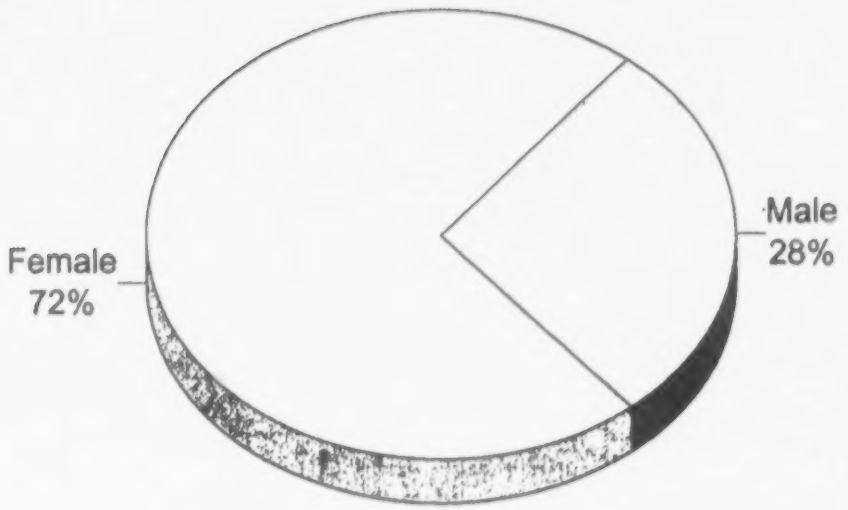
Other Findings

- Married parents (46%) are more likely than divorced/separated (30%), single (22%) or widowed (6%) parents to have an Internet connection from home.
- Asian/Pacific Islander parents (86%) are more likely than Caucasian (47%), Multi-racial (28%), African American (20%), or Hispanic/Latino (16%) parents to have a connection to the Internet from home. Please note that we had an extremely small sample of Asian/Pacific Islanders ($N = 7$), so the percent shown here is likely to be unstable.
- Parents with at least a four-year college degree are significantly more likely than less educated parents to have an Internet connection from home.
- Parents with less than a high school education (68%) or with a 2-year degree (61%) are significantly less likely than all other education levels (mean = 82%) to subscribe to cable or satellite TV services.
- Lower-income parents are less likely than higher-income parents to have a connection to the Internet from home.

FIGURE 70

Sex of Respondents

(N = 526)



- Almost three-quarters (72%) of the respondents on this survey are female, which is typical for surveys such as this.

Other Findings

- Married men were more likely than divorced/separated, single or widowed men to respond to the survey.
- Ninety percent of African American respondents, 84 percent of Hispanic/Latino, 74 percent of Multi-racial, 69 percent of Caucasian, and 43 percent of Asian/Pacific Islander respondents are female.
- Female respondents are more likely than males to have a high school education or have attended some college. Males are more likely to have a four-year degree or graduate/professional degree.
- Male respondents are more likely to report higher household incomes than female respondents.

FIGURE 71

How would you classify your family?

(N = 524)

Category	Percent of Families
Caucasian	76%
African American	11%
Hispanic/Latino	5%
Multi-Racial	4%
Native American	3%
Asian/Pacific Islander	1%

- About three-quarters (76%) of our sample are non-Hispanic Caucasian.

Other Findings

- Caucasian and Asian/Pacific Islander parents are more likely than other ethnic groups to have finished college or graduate school.
- Although all ethnic groups are represented in almost every income category, Caucasians are more likely than non-Caucasians to earn $25,000 or more annually, and African Americans and Hispanics/Latinos are more likely to earn under $25,000.

FIGURE 72

What is the highest level of education you have completed?

(N = 524)

Education Level	Percent of Families
Some High School	7%
High School or Equivalent	30%
Some College	20%
Two-Year Degree	9%
Four-Year Degree	21%
Graduate/Professional Degree	13%

- Thirty-seven percent of the sample have no higher than a high school education, 29 percent have attended some college or have received a two-year degree, and 34 percent have finished college or a higher degree.

Other Findings

- Hispanic/Latino, African American, and Multi-racial parents are more likely to have lower educational levels than Asian/Pacific Islander or Caucasian parents.
- On average, lower income parents have less education than higher income parents.

FIGURE 73

What was your total household income this past year?

(N = 519)

Income Level	Percent of Families (Unweighted)	Percent of Families (Weighted)
Under $15,000	11%	18%
$15,000 - $24,999	15%	14%
$25,000 - $35,999	12%	14%
$36,000 - $54,999	22%	15%
$55,000 - $100,000	27%	24%
Over $100,000	7%	9%
Don't Know	1%	1%
Refused	5%	5%

- Figure 73 displays the respondents' income levels, both weighted and unweighted. As may be seen, we collected data from all income levels, although the lowest and highest income ranges are somewhat under-represented. The data described in this report are based on data after they have been weighted by income level to reflect the appropriate national proportions.

Other Findings

- As would be expected, married respondents report higher total household incomes in the past year than divorced, single, or widowed parents.
- Hispanic/Latino and African American parents are more likely to report income levels under the national median income level ($36,000) than Asian/Pacific Islander or Caucasian parents.
- Parents with higher education levels report earning more than parents with less education.

Overall Index Score Intercorrelations and Reliability

This section of the report describes and offers possible interpretations about how the six indices of family media habits and knowledge relate to each other and to selected variables. Descriptions of each of the six indices can be found on pages 6 and 7 of this report. Please note that these are correlational data, and no causality can be determined.

FIGURE 74

Index Score Intercorrelations

	Media Use	Monitoring	Consistency	Media Effects	Media Knowledge
Monitoring	0.40				
Consistency	0.50	0.85			
Media Effects	-0.14	-0.29	-0.22		
Media Knowledge	0.23	0.20	0.19	-0.23	
Alternative Activities	0.67	0.49	0.53	-0.21	0.19

Note: All correlations are significant at $p < .001$

Media Use:

It was hypothesized that families that score higher on the Media Use index (i.e., use electronic media in healthy ways and read more) would also score higher on the Monitoring, Consistency, Media Effects, Media Knowledge, and Alternative Activities indices. As may be seen in Figure 74, each of these hypotheses was confirmed, with the Media Effects index correlation being the sole exception.

In addition, as was hypothesized, Media Use is correlated significantly with the average hours children watch television each week ($r = -0.49$, $p < .001$). Thus, families that use electronic and print media in healthy ways have children who watch less television each week.

Media Use is also correlated significantly and positively with children's school grades, as will be shown in the following section on the effects of media habits on school performance.

MONITORING:

It was hypothesized that families that score higher on the Monitoring index would also score higher on the Media Use, Consistency, Media Effects, Media Knowledge, and Alternative Activities indices. As may be seen in Figure 74, each of these hypotheses was confirmed, with the Media Effects index correlation being the sole exception.

In addition, as was hypothesized, Monitoring is correlated significantly with the average hours children watch television each week ($r = -0.17$, $p < .001$). Thus, families that monitor their children's media habits carefully and talk to them about what they see and hear have children who watch less television each week.

CONSISTENCY:

It was hypothesized that families that score higher on the Consistency index would also score higher on the Media Use, Monitoring, Media Effects, Media Knowledge, and Alternative Activities indices. As may be seen in Figure 74, each of these hypotheses was confirmed, with the Media Effects index correlation being the sole exception.

In addition, as was hypothesized, Consistency is correlated significantly with the average hours children watch television each week ($r = -0.23$, $p < .001$). Thus, families that are more consistent regarding their rules for children's media use have children who watch less television each week.

MEDIA EFFECTS:

It was hypothesized that families that score higher on the Media Effects index would also score higher on the Media Use, Monitoring, Consistency, Media Knowledge, and Alternative Activities indices. As may be seen in Figure 74, these hypotheses were not confirmed. The correlations were significant, but in the opposite direction than was predicted. Although no causality can be proved because these are correlational data, we believe the following interpretations may be possible and would serve to explain why our hypotheses were not confirmed.

- Families that see their children affected by media more begin to use electronic and print media in more healthy ways.
- Families that see their children being affected by media begin to monitor their children's media use more carefully and talk to them more about what they see and hear tend.
- Families that see their children being affected by media begin to set more rules regarding children's media use and to enforce them more consistently.
- Families that know more about media and media effects are more sensitive to seeing media affect their children.
- Families that see their children being affected by media begin to help structure alternatives to electronic media.

Contrary to our hypotheses, Media Effects were not significantly correlated with the amount of time children watch television each week ($r = -0.04$, $p > .05$).

Media Effects are correlated significantly and positively with children's school grades, as will be described in the following section.

MEDIA KNOWLEDGE:
It was hypothesized that families that score higher on the Media Knowledge index would also score higher on the Media Use, Monitoring, Consistency, Media Effects, and Alternative Activities indices. As may be seen in Figure 74, each of these hypotheses was confirmed, with the Media Effects index correlation being the sole exception.

In addition, as was hypothesized, Media Knowledge is correlated significantly with the average hours children watch television each week ($r = -0.16, p < .001$). Thus, parents that know more about media and media effects have children who watch less television each week.

ALTERNATIVE ACTIVITIES:
It was hypothesized that families that score higher on the Media Knowledge index would also score higher on the Media Use, Monitoring, Consistency, Media Effects, and Media Knowledge indices. As may be seen in Figure 74, each of these hypotheses was confirmed, with the Media Effects index correlation being the sole exception.

As was hypothesized, Alternative Activities is correlated significantly with the average hours children watch television each week ($r = -0.24, p < .001$). Thus, parents that help structure alternatives to electronic media have children who watch less television each week.

In addition, Alternative Activities are correlated significantly and positively with children's school grades, as will be described in the following section.

INDEX SCORE RELIABILITY ANALYSIS:
Index reliability analyses were conducted at a number of stages during the questionnaire design process, and index items were modified to improve reliability based on these results. The reliability coefficients presented here are based on the version of the instrument that was used with the national random sample. (It should be noted that the questionnaire was modified slightly after completion of this study.)

The reliability coefficients presented below are based on a total sample size of 527. However, because the sample sizes for reliability analyses are dependent on the number of parents who answered every item in each scale, the specific sample size for each scale varies.

Interpreting Reliability Coefficients

Each of the indices presented here is designed to measure an underlying construct. The reliability coefficient (Cronbach α) can be interpreted as the lower bound of the amount of variance explained by common factors measured by the items in the index (Crocker & Algina, 1986). When an index measures theoretically homogenous constructs, one would expect α to be 0.70 or higher (1.00 would indicate perfect reliability). For example, if a test were composed of all addition math items, one would expect a high α. However, if the test were composed of math, literature, and geology items, one would not expect a high α.

We hypothesized that α would be highest for the monitoring and consistency indices, somewhat lower but still above 0.70 for the media use and alternate activity indices, and lower than 0.70 for the media effects and media knowledge scales because these indices are heterogenous. Our predictions were generally confirmed.

Media Use Index Reliability

We predicted that the reliability for this index would be above 0.70. The reliability coefficient for the Media Use index is $\alpha = 0.75$.

Monitoring Index Reliability

We predicted that the reliability for this index would be high. The reliability coefficient for the Monitoring index is $\alpha = 0.89$.

Consistency Index Reliability

We predicted that the reliability for this index would be high. The reliability coefficient for the Consistency index is $\alpha = 0.73$.

Media Effects Index Reliability

We predicted that the reliability for this index would be moderate, because we measured many different types of media effects, both positive and negative. The reliability coefficient for the Media Effects index is $\alpha = 0.63$.

Media Knowledge Index Reliability

We predicted that the reliability for this index would be low because we measured very different facts about media and media effects. For example, it is entirely likely that someone might know a lot about media effects but not understand all of the symbols used in the TV rating system. The reliability coefficient for the Media Knowledge index is $\alpha = 0.25$.

Alternative Activities Index Reliability

We predicted that the reliability for this index would be above 0.70. The reliability coefficient for the Alternative Activities index is slightly lower than predicted at $\alpha = 0.66$.

The Connection between Media Habits and School Performance

Family media habits can affect children's school performance. While it has been known for many years that the amount of television children watch is related to school performance (e.g., Huston et al., 1992), this study gives insight into many specific facets of media use that were not known previously. Furthermore, this study measured many types of electronic media as well as alternatives to electronic media, thus giving a more complete picture of family media habits.

Below, we describe only statistically significant predictors of parent-reported school performance. These predictors have been grouped within the six indices.

Media Use:

In general, family media use patterns affect children's school performance. There is a significant positive correlation between media use index scores and reported school performance for both the youngest child's performance ($\rho = .14$, $p < .01$) and the oldest child's performance ($\rho = .24$, $p < .001$). This means that families who score higher on the media use index are more likely to have children who perform better in school. To achieve a high media use index score, a family would need to use electronic media carefully and read frequently. Specific indicators of media use that predict school performance are listed below:

- Families that have a TV on during meals more frequently have children who do more poorly in school (Younger $p < .06$, Older $p < .05$).
- Families that have a TV on even if no one is watching it more frequently have children who do more poorly in school (Older $p < .05$). The correlation between the amount of time a TV is on even if no one is watching it and grades is $r = -.11$ for younger children and $r = -.19$ for older children (Younger $p < .05$, Older $p < .01$).
- Families that do not have a TV located in the room where they spend the most time have children who do better in school (Younger $p < .05$, Older $p < .05$).
- Children who watch more TV each week perform more poorly in school (Younger $p < .01$, Older $p < .05$). The overall correlation between amount of TV watched per week and grades is $\rho = -.21$ for younger children and $\rho = -.16$ for older children (Younger $p < .001$, Older $p < .01$).
- Children who watch educational TV more frequently perform better in school (Younger $p < .01$).
- Children who "rarely" or "never" watch TV before bedtime perform better in school (Older $p < .05$).
- Children who do not have a TV in their bedrooms perform better in school (Older $p < .05$).
- Parents who agree more strongly that they are comfortable with the types of music their children listen to have children who do better in school (Younger $p < .05$).
- Parents who agree more strongly that they encourage their children to listen to many styles of music have children who do better in school (Younger $p < .06$).
- Children who like to read more do better in school (Younger $p < .05$, Older $p < .01$).
- Children who read books more frequently perform better in school (Younger $p < .01$, Older $p < .05$).

- Children under 17 who see R-rated movies more frequently perform more poorly in school (Younger $p < .05$).
- Children who play computer or video games more frequently perform more poorly in school (Older $p < .01$).

MONITORING:
Specific indicators of monitoring that predict school performance are listed below:

- Parents who do not "always" know what movies their children are going to see at the theater have children who perform more poorly at school (Younger $p < .01$).
- Parents who "never" monitor their children's Internet use are more likely to say their children's school performance is "Much Above Average" than other parents (Older $p < .01$).

CONSISTENCY:
Specific indicators of consistency that predict school performance are listed below:

- Parents who do not "always" know what movies their children are going to see at the theater have children who perform more poorly at school (Younger $p < .01$).

MEDIA EFFECTS:
In general, children who are influenced more by the media tend to perform more poorly in school. There is a significant positive correlation between media knowledge index scores and reported school performance for the youngest child's performance ($\rho = .11$, $p < .05$). The correlation with oldest child's performance was in the similar direction, but did not achieve significance ($\rho = .06$, $p = .29$). Specific indicators of media effects that predict school performance are listed below:

- Children who are affected by the violence they see on TV or in the movies less than other children perform better in school (Older $p < .05$).
- Children who are more likely to become scared that something they saw in a movie or on TV might happen to them perform more poorly in school (Younger $p < .01$).
- Children who are affected less by the media than other children perform better in school (Younger $p < .001$).
- Children who copy characters they have seen on TV more frequently perform more poorly in school (Younger $p < .05$).

MEDIA KNOWLEDGE:
In general, parents' knowledge of media and media effects tends to be correlated with children's school performance. There is a significant positive correlation between media knowledge index scores and reported school performance for the oldest child's performance ($\rho = .14$, $p < .05$). The correlation with youngest child's performance was in the similar direction, but did not achieve significance ($\rho = .09$, $p = .07$). This means that families who score higher on the media knowledge index are more likely to have children who perform better in school. Specific indicators of media knowledge that predict school performance are listed below:

- Parents who disagree or strongly disagree that TV can teach children to care about other people's feelings (which is incorrect, it can) are more likely to report that their children perform "much above average" in school than parents who do not disagree with that statement (Younger $p < .05$, Older $p < .05$).
- Parents who know that children can learn stereotypes from TV have children who perform better in school (Older $p < .05$).
- Parents who report that their children perform "much above average" in school are more likely than other parents to know that entertainment is not the main goal of television (Younger $p < .05$).
- Parents who do not know that a G-rated movie could contain violence are more likely to have children who perform more poorly in school (Younger $p < .05$).
- Parents who are aware that there are Internet blocking devices to keep children off of adult Web sites have children who do better in school (Younger $p < .001$, Older $p < .01$).

ALTERNATIVE ACTIVITIES:

In general, children who participate in more alternatives to electronic media with their parents' support perform better in school. There is a significant positive correlation between alternative activity index scores and reported school performance for both the youngest child's performance ($\rho = .13$, $p < .05$) and the oldest child's performance ($\rho = .19$, $p < .01$). Some specific indicators of alternative activities that predict school performance are listed below:

- Families that play games or do activities together more frequently have children who perform better in school (Younger $p < .05$).

ATTITUDES:

- Parents who are more concerned about the violence their children see in movies or on TV are more likely to report that their children perform more poorly in school (Younger $p < .05$).

DEMOGRAPHICS:

- Families that have an Internet connection from home have children who do better in school (Older $p < .05$).
- Male respondents were more likely to report that their children perform better in school (Younger $p < .05$).
- Parents who have higher levels of education have children who do better in school (Younger $p < .01$, Older $p < .01$).
- Families with higher income levels have children who perform better in school (Younger $p < .05$).

The Effects of Children Having TVs in their Bedrooms

As is shown in Figure 6, 20 percent of 2- to 7-year-olds, 46 percent of 8-to 12-year-olds, and 56 percent of teens have televisions in their bedrooms. This section of the report documents some of the effects of having TVs in bedrooms. Only significant differences are reported below.

- On average, children who have TVs in their bedrooms watch 5.5 hours more TV each week (mean without TVs in bedrooms = 21.8 hours/week, mean with TVs in bedrooms = 27.3 hours/week).
- Children who have TVs in their bedrooms perform more poorly in school (Older $p < .05$).
- Families whose children have TVs in their bedrooms have significantly poorer media use index scores, suggesting that there is a pattern of higher electronic media use and lower reading in these families.
- Families whose children have TVs in their bedrooms have significantly poorer monitoring index scores, suggesting that parents in these families monitor their children's media use less.
- Families whose children have TVs in their bedrooms have significantly poorer consistency index scores, suggesting that parents in these families are less consistent about the rules for children's media use.
- Families whose children have TVs in their bedrooms have significantly better media effects index scores, suggesting that parents who see fewer media effects are more likely to allow children to have TVs in their bedrooms.
- Parents whose children have TVs in their bedrooms are less likely to agree or strongly agree that they have seen media have a negative effect on their children (Younger $p < .001$).
- Parents whose children have TVs in their bedrooms are less likely to say that their children are affected by the violence they see in the movies or on TV (Younger $p < .001$, Older $p < .05$).
- Families whose children have TVs in their bedrooms have significantly poorer media knowledge index scores, suggesting that parents in these families know less about media and the effects media can have.
- Families whose children have TVs in their bedrooms have significantly poorer Alternative Activity index scores, suggesting that parents in these families provide less support for children to engage in activities that do not involve electronic media.

The Connection between Media Habits and Media Effects

One result of being influenced by the media (such as copying characters seen on TV) is a drop in school performance. However, the amount that media influence children is important in its own right. When asked how much their children are influenced by media compared to other children, parents are likely to report that their children are influenced less than other children (parents are six times more likely to say that their children are influenced less than they are to say that their children are influenced more). Yet, most families score lower on the Media Effects category of **Media*Quotient*** than on any other category.

Media Use:

There is a significant negative correlation between media use index scores and the media effects index scores ($r = -.14$, $p < .01$). This may mean that families who see their children affected by media begin to be more careful in their use of electronic media. Specific indicators of media use that predict media effects (both positive and negative) are listed below:

- Families that have a TV on more often even if no one is watching it are more likely to say that they have seen media have a positive effect on their children.
- There appear to be at least two distinct patterns of family habits that may be based on whether parents they have seen media have a negative effect on their children: Parents that either "strongly agree" or "strongly disagree" that they only turn on the TV to watch specific programs are more likely than other parents to "strongly agree" that they have seen media have a negative effect on their children.
- Children who watch more TV during school vacations (as opposed to less or the same amount than during the school year) are more likely to show negative effects from media.
- Parents who report that their children "rarely" or "never" watch TV before bedtime are less likely to say they have seen media have a positive effect on their children (Younger $p < .01$).
- Parents who report that their children at least "sometimes" watch educational TV are less likely to have seen media have a negative effect on their children (Older $p < .01$).
- Parents who report that their children frequently see them read are more likely to say they have seen media have a negative effect on their children (Younger $p < .001$).
- Parents who allow their children to have TVs in their bedrooms are less likely to say they have seen media have a negative effect on their children (Younger $p < .001$).
- Parents who allow their children to "always" have the TV on while doing homework are least likely to agree that they have seen media have a negative effect on their children (Older $p < .01$).
- Parents who report that their children "often" watch music videos on TV are more likely to "disagree" or "strongly disagree" that they have seen media have a positive effect on their children (Older $p < .05$).
- In general, parents who are more comfortable with the types of music their children listen to are also more likely to say they have seen media have a positive effect on their children.
- Parents who agree more strongly that they encourage their children to listen to many styles of music are more likely to have seen media have a positive effect on their children, and are also more likely to have seen media have a negative effect on their children.
- Parents who agree more strongly that their children like to read are more likely to have seen media have a positive effect on their children.

MONITORING:

There is a significant negative correlation between monitoring index scores and the media effects index scores ($r = -.29$, $p < .001$). This may mean that families who see their children affected by media begin to monitor their children's media use more carefully. Specific indicators that predict media effects (both positive and negative) are listed below:

- Parents who more frequently look at the industry ratings before allowing their children to rent or buy computer/video games are more likely to have seen media have a negative effect on their children.
- Parents who talk to their children frequently about TV programs are more likely to have seen media have a positive effect on their children (Younger $p < .05$).
- Parents who "rarely" or "always" help select TV programs for their children to watch are more likely to have seen media have a negative effect on their children (Older $p < .05$).
- Parents who frequently monitor their children's Internet use are more likely to say they have seen media have a negative effect on their children (Older $p < .05$).
- Parents who "never" help their children find appropriate Internet sites to visit are least likely to say they have seen media have a negative effect on their children (Older $p < .05$).

CONSISTENCY:

There is a significant negative correlation between consistency index scores and the media effects index scores ($r = -.22$, $p < .001$). This may mean that families who see their children affected by media begin to be more consistent regarding their rules for children's use of electronic media. Specific indicators that predict media effects (both positive and negative) are listed below:

- Parents who "rarely" or "always" help select TV programs for their children to watch are more likely to have seen media have a negative effect on their children (Older $p < .05$).

MEDIA EFFECTS:

Specific media effects indicators that predict positive and negative media effects are listed below:

- Parents who "strongly agree" that their children are affected by the violence they see in movies or on TV are also more likely to "strongly agree" that they have seen media have a positive effect on their children.
- Parents who say their children are affected by the violence they see in movies or on TV are also more likely to say they have seen media have a negative effect on their children.
- Parents who say their children are affected by the violence they see in video games are also more likely to say they have seen media have a negative effect on their children.
- Parents who say their children have sometimes become scared that something they saw in a movie or on TV might happen to them are also more likely to say they have seen media have a negative effect on their children.
- Parents who have seen media have a positive effect on their children are also more likely to have seen media have a negative effect on their children.
- Parents who report that the media have more effect on their children compared to most children are more likely to have seen media have a negative effect on their children.

- Parents who report that their children "always" want to dress like their favorite sports, music, or media stars are less likely to say they have seen media have a negative effect on their children (Younger $p < .01$).
- Parents who report that their children frequently want to buy products they have seen on TV are more likely to say they have seen media have a positive effect on their children (Younger $p < .01$, Older $p < .05$).
- Parents who say their children copy characters they have seen on TV more frequently are also more likely to have seen media have a negative effect on their children (Younger $p < .05$).

MEDIA KNOWLEDGE:

There is a significant negative correlation between media knowledge index scores and the media effects index scores ($r = -.23$, $p < .001$). This may mean that families who see their children affected by media begin to be more aware of media and media effects. Specific indicators that predict media effects (both positive and negative) are listed below:

- Parents who know that children who watch a lot of violent TV are more aggressive are more likely to have seen media have a negative effect on their children.
- Parents who know that TV can teach children to care about others' feelings are more likely to have seen media have a positive effect on their children.
- Parents who know that children can learn stereotypes from TV are more likely to have seen media have a positive effect on their children, and are also more likely to have seen media have a negative effect on their children.
- In general, parents who tend to feel that the main goal of TV is to entertain viewers are more likely to have seen media have a positive effect on their children.
- Parents who disagree that the main goal of TV is to entertain viewers are more likely to have seen media have a negative effect on their children.
- Parents who know that the amount of TV viewing can have a negative effect on children's health are more likely to have seen media have a positive effect on their children, and are also more likely to have seen media have a negative effect on their children.
- Parents who know that G-rated movies can contain violence are more likely to have seen media have a negative effect on their children.

ALTERNATIVE ACTIVITIES:

There is a significant negative correlation between alternative activity index scores and the media effects index scores ($r = -.21$, $p < .001$). This may mean that families who see their children affected by media begin to help plan more alternatives to electronic media. Specific indicators that predict media effects (both positive and negative) are listed below:

- Parents who report that their children "never" go to the library are less likely than other parents to have seen media have a negative effect on their children (Younger $p < .05$).
- Parents who report that their children frequently see them read are more likely to say they have seen media have a negative effect on their children (Younger $p < .001$).

ATTITUDES:

- Parents who are more concerned about the amount of sexual content their children see in movies or on TV are more likely to feel strongly (either strongly agreeing or strongly disagreeing) about whether they have seen media have a positive effect on their children.
- Parents who are more concerned about the amount of sexual content their children see in movies or on TV are more likely to have seen media have a negative effect on their children.
- Parents who are more concerned about the amount of violent content their children see in movies or on TV are more likely to feel strongly (either strongly agreeing or strongly disagreeing) about whether they have seen media have a positive effect on their children.
- Parents who are more concerned about the amount of violent content their children see in movies or on TV are more likely to have seen media have a negative effect on their children.

DEMOGRAPHICS:

- Single and divorced/separated parents are more likely than married parents to have seen media have a negative effect on their children.
- Families with only one adult in the household are more likely than families with more than one adult to have seen media have a positive effect on their children.
- Families that earn under $15,000 a year are more likely than other families to have seen media have a positive effect on their children.

RESEARCH METHOD

PARTICIPANTS:

The National Institute on Media and the Family was interested in obtaining information from parents of children aged two to seventeen nationally. While a national random sample would gather information from all income brackets, the Institute was interested in ensuring that the sample included at least 100 completed surveys from low income families (which are harder to survey). Two national lists of parents were purchased from Metromail. One list was a general list of parents of 2- to 17-year-olds including addresses and telephone numbers. The second list targeted low income parents (defined as earning under $15,000 annually) of 2- to 17-year-olds including addresses and telephone numbers where available. Potential respondents were sampled randomly from both lists.

Anderson-Niebuhr stratified the sample such that at least 400 respondents were randomly selected from the general parent list, and at least 100 respondents were from low income households (defined as earning under $25,000 annually). The final sample included 422 respondents from the general parent list, and 105 respondents from the low-income parent list, for a total sample size of 527.

QUESTIONNAIRE DESIGN:

The **Media***Quotient* questionnaire was developed through a rigorous process of expert reviews and pre-tests. Panels of parents and media education experts met to discuss the issues and topics to be addressed in the questionnaire. Using information from these meetings, as well as information gleaned from a literature review, the National Institute on Media and the Family prepared a draft questionnaire.

This draft questionnaire was pretested with a convenience sample of 20 parents. The results of the pretest were presented to the panel of parents and experts, along with recommendations for modifications. A second draft was prepared.

The second draft was pretested with a convenience sample of 36 parents. Again, the results and recommendations were presented to the panel. A third draft was prepared, and was type-set by the graphics design firm Gardner Design.

Gardner Design made some recommendations for modifications, based on design criteria. A fourth draft was prepared.

The fourth draft was delivered to the independent research firm Anderson, Niebuhr & Associates for review. Anderson-Niebuhr reviewed the questionnaire and made recommendations for further modifications, based on research criteria. A fifth draft was prepared based on those recommendations.

Anderson-Niebuhr conducted a pretest of the fifth draft with a national random sample of 36 parents of 2- to 17-year-olds, equally split between the general parent and the low-income parent lists. The pretest was conducted using the mail with telephone follow-up methodology that would be used for the main study (with fewer mail follow-ups). Based on the results of this pretest,

Anderson-Niebuhr made recommendations for modifications. A final draft was prepared. A copy of the questionnaire is included in Appendix A.

METHOD:

The study was conducted using Anderson-Niebuhr's established mail with telephone follow-up survey methods. These procedures include the following series of steps:

1. Initial Mailing: The initial questionnaire and cover letter is sent by first-class mail. A pre-addressed, postage-paid return envelope is also enclosed.
2. Mail Follow-up: Those who do not respond to the initial mailing are sent a reminder, along with another copy of the questionnaire and postage-paid return envelope. Those who still do not respond are sent an additional mail follow-up reminder, which includes another copy of the questionnaire and postage-paid envelope.
3. Telephone Follow-up: This phase involves contacting any remaining nonrespondents by telephone to encourage their participation. Finally, those who do not respond by mail, even after being reminded by telephone, are invited to complete the survey by telephone with a professional Anderson-Niebuhr interviewer.

Data collection was conducted between July 30 and November 4, 1998.

The final sample included 422 respondents from the general parent list, and 105 respondents from the low-income parent list, for a total sample size of 527. This sample size yields results accurate to ±4 percent with a 95 percent confidence level when generalizing to parents as a whole. The response rate for the general parent group was 58 percent, and the response rate for the low-income parents was 45 percent. The overall response rate was 55 percent.

DATA ANALYSIS:

Each completed survey was reviewed for completeness and consistency before being transferred to magnetic media for computer analysis. All transfer of data was verified. Anderson-Niebuhr delivered a data diskette to the National Institute on Media and the Family.

The data were weighted by income level to reflect national income distributions appropriately. The National Institute on Media and the Family's on-site computer facilities and computer programs contained in the Statistical Package for the Social Sciences (SPSS/Windows) were used to conduct the analyses.

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Media Quotient

A QUESTIONNAIRE FOR PARENTS

1. Please circle or mark your response for each question below.

	Always	Often	Sometimes	Rarely	Never	Don't Know	Not Applicable
• How often is a TV on during meals?	A	O	S	R	N	DK	NA
• How often do you look at the industry ratings before renting or buying computer or video games?	A	O	S	R	N	DK	NA
• How often is a TV on even if no one is watching?	-	O	S	R	N	DK	NA
• How often does your family play games or do activities together?	-	O	S	R	N	DK	NA
• How often does your family go on outings together?	-	O	S	R	N	DK	NA

2. How many children do you have living at home now? _____

3. What is the age and sex of your youngest child at least 2 years old? _____ ☐M ☐F

4. If you have more than one child, what is the age and sex of your oldest child under 18 years old? _____ ☐M ☐F

5. Please answer the questions below for the youngest child at least 2 years old and also for the oldest child under 18. If you only have one child under 18 living at home, please fill in only the "Youngest Child at least 2 years old or Only Child" section. *(Circle one for each.)*

	Youngest Child at least 2 Years Old or Only Child							Oldest Child under 18 Years Old						
How often do your children:	Always	Often	Sometimes	Rarely	Never	Don't Know	Not Applicable	Always	Often	Sometimes	Rarely	Never	Don't Know	Not Applicable
• Need to ask your permission before going to see a movie?	A	O	S	R	N	DK	NA	A	O	S	R	N	DK	NA
• Have the TV on while doing homework?	A	O	S	R	N	DK	NA	A	O	S	R	N	DK	NA
• Want to dress like their favorite sports, music or media stars?	A	O	S	R	N	DK	NA	A	O	S	R	N	DK	NA
• Want to buy products they have seen on TV?	A	O	S	R	N	DK	NA	A	O	S	R	N	DK	NA
• Watch TV before bedtime?	A	O	S	R	N	DK	NA	A	O	S	R	N	DK	NA
• Watch educational TV?	A	O	S	R	N	DK	NA	A	O	S	R	N	DK	NA
• Watch music videos on TV?	-	O	S	R	N	DK	NA	-	O	S	R	N	DK	NA
• Read books?	-	O	S	R	N	DK	NA	-	O	S	R	N	DK	NA
• Play video or computer games?	-	O	S	R	N	DK	NA	-	O	S	R	N	DK	NA
• Copy characters they have seen on TV?	-	O	S	R	N	DK	NA	-	O	S	R	N	DK	NA
• See R-rated movies or videos?	-	O	S	R	N	DK	NA	-	O	S	R	N	DK	NA
• Draw pictures or write stories for fun?	-	O	S	R	N	DK	NA	-	O	S	R	N	DK	NA
• See you read?	-	O	S	R	N	DK	NA	-	O	S	R	N	DK	NA
• Go to the library?	-	O	S	R	N	DK	NA	-	O	S	R	N	DK	NA

6. How often do you do each of the following with your youngest and oldest children? If you only have one child under 18 living at home, please fill in only the "Youngest Child at least 2 years old or Only Child" section. *(Circle one for each.)*

How often do you:	Youngest Child at least 2 Years Old or Only Child							Oldest Child under 18 Years Old						
	Always	Often	Sometimes	Rarely	Never	Don't Know	Not Applicable	Always	Often	Sometimes	Rarely	Never	Don't Know	Not Applicable
• Help select TV programs for your child to watch?	A	O	S	R	N	DK	NA	A	O	S	R	N	DK	NA
• Watch TV programs together with your child?	A	O	S	R	N	DK	NA	A	O	S	R	N	DK	NA
• Use the TV rating system (TV-Y, TV-Y7, TV-G, TV-PG, TV-14, TV-M) to help choose what programs your child may watch?	A	O	S	R	N	DK	NA	A	O	S	R	N	DK	NA
• Know what movie your child is going to see at the theater?	A	O	S	R	N	DK	NA	A	O	S	R	N	DK	NA
• Check the rating before allowing your child to see a movie?	A	O	S	R	N	DK	NA	A	O	S	R	N	DK	NA
• Look at other movie ratings or reviews besides the industry ratings to learn more about the content of each movie that your child wants to see?	A	O	S	R	N	DK	NA	A	O	S	R	N	DK	NA
• Check with other parents about which videos or movies may be shown at parties or sleep-overs?	A	O	S	R	N	DK	NA	A	O	S	R	N	DK	NA
• Know what tapes or CDs your child buys?	A	O	S	R	N	DK	NA	A	O	S	R	N	DK	NA
• Put limits on how much time your child may play computer and video games?	A	O	S	R	N	DK	NA	A	O	S	R	N	DK	NA
• Monitor how your child uses the Internet?	A	O	S	R	N	DK	NA	A	O	S	R	N	DK	NA
• Help your child find appropriate Internet sites to visit?	-	O	S	R	N	DK	NA	-	O	S	R	N	DK	NA
• Talk to your child about TV programs?	-	O	S	R	N	DK	NA	-	O	S	R	N	DK	NA
• Talk to your child about the music he/she listens to?	-	O	S	R	N	DK	NA	-	O	S	R	N	DK	NA
• Read to your child?	-	O	S	R	N	DK	NA	-	O	S	R	N	DK	NA

7. Is the school performance of your youngest (2 or over) or only child:

☐ Much above average ☐ Above average ☐ About average ☐ Below average ☐ Much below average
☐ Don't know ☐ Doesn't go to school

8. Is the school performance of your oldest child under 18:

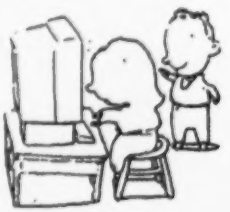
☐ Much above average ☐ Above average ☐ About average ☐ Below average ☐ Much below average
☐ Don't know ☐ Doesn't go to school ☐ Not Applicable

9. Does your youngest (2 or over) or only child have a TV in his or her own bedroom?

☐ Yes ☐ No ☐ Don't know

10. Does your oldest child under 18 have a TV in his or her own bedroom?

☐ Yes ☐ No ☐ Don't know ☐ Not Applicable



11. Please indicate your agreement with the following statements:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know	Not Applicable
• Children who watch a lot of violent TV are more aggressive than children who watch less violent TV.	SA	A	N	D	SD	DK	NA
• TV can teach my children to care about other people's feelings.	SA	A	N	D	SD	DK	NA
• Our family only turns the TV on to watch specific programs.	SA	A	N	D	SD	DK	NA
• Children can learn stereotypes from TV.	SA	A	N	D	SD	DK	NA
• The main goal of TV is to entertain viewers.	SA	A	N	D	SD	DK	NA
• The amount of TV viewing can have a negative effect on children's physical health.	SA	A	N	D	SD	DK	NA
• My children are affected by the violence they see in movies or on TV.	SA	A	N	D	SD	DK	NA
• My children are affected by the violence they see in video games.	SA	A	N	D	SD	DK	NA
• I am concerned about the amount of sexual content my children see in movies or on TV.	SA	A	N	D	SD	DK	NA
• I am concerned about the amount of violent content my children see in movies or on TV.	SA	A	N	D	SD	DK	NA
• My children have sometimes become scared that something they saw in a movie or on TV might happen to them.	SA	A	N	D	SD	DK	NA
• A G-rated movie could contain violence.	SA	A	N	D	SD	DK	NA
• I am comfortable with the types of music my children listen to.	SA	A	N	D	SD	DK	NA
• My children like to read.	SA	A	N	D	SD	DK	NA
• I encourage my children to listen to many styles of music (e.g., classical, jazz, rock, blues, etc.).	SA	A	N	D	SD	DK	NA
• Music videos are more violent than most TV programs.	SA	A	N	D	SD	DK	NA
• I have seen media have a positive effect on my children.	SA	A	N	D	SD	DK	NA
• I have seen media have a negative effect on my children.	SA	A	N	D	SD	DK	NA

12. Do you think that media have more influence, less influence, or about the same amount of influence on your children compared to most children? *(Mark one.)*

☐ More influence ☐ Less influence ☐ About the same amount ☐ Don't know

13. Approximately how many hours a day is a TV on in your home whether or not someone is watching it? _____ hours

14. Approximately how many hours a day do your children play computer or video games? _____ hours

15. Approximately how many hours a day do your children access the Internet from home? _____ hours ☐ No Internet Access

16. Do you have rules about how much TV can be watched?

☐ Yes ☐ No ☐ Don't know ☐ Not Applicable

17. Do you have rules about when TV can be watched?

☐ Yes ☐ No ☐ Don't know ☐ Not Applicable

18. Do you have rules about the types of music your children are allowed to buy?

☐ Yes ☐ No ☐ Don't know ☐ Not Applicable

19. Is a TV located in the room where you spend the most time?

☐ Yes ☐ No ☐ Don't know ☐ Not Applicable

20. Do you understand all of the symbols used in the TV rating system (TV-Y, TV-Y7, TV-G, TV-PG, TV-14, TV-M, D, L, S, V, FV)? ☐ Yes ☐ No

21. Do you know what the TV symbol E/I stands for? ☐ Yes ☐ No

22. Are you aware there are Internet blocking devices available to keep children off of adult Web sites? ☐ Yes ☐ No ☐ Don't know

23. Do you have a connection to the Internet from home? ☐ Yes ☐ No ☐ Don't know

24. Do you use a blocking device for your children's Internet use? ☐ Yes ☐ No ☐ Don't know ☐ No Internet Access

25. Do you subscribe to cable or satellite TV services? ☐ Yes ☐ No ☐ Don't know ☐ Not Applicable

26. During the school year, how many hours per day do your children watch TV at the following times? *(Please write numbers in the spaces below.)*

	WEEKDAYS			WEEKENDS		
	6 am - Noon	Noon - 6 pm	6 pm - Midnight	6 am - Noon	Noon - 6 pm	6 pm - Midnight
Youngest Child at least 2 years old or Only Child	____ hours/day	____ hours/day	____ hours/day	____ hours/day	____ hours/day	____ hours/day
Oldest Child under 18	____ hours/day	____ hours/day	____ hours/day	____ hours/day	____ hours/day	____ hours/day

27. During school vacations, do your children watch:

Youngest Child at least 2 years old or Only Child ☐ More TV ☐ Less TV ☐ The same amount

Oldest Child under 18 ☐ More TV ☐ Less TV ☐ The same amount ☐ Not Applicable

28. Are you:

☐ Male ☐ Female

29. Are you currently:

☐ Married ☐ Divorced/Separated ☐ Single ☐ Widowed ☐ Other

30. How many adults live in your household? _____

31. Do the adults in your household have the same rules for how children use TV and other media?

☐ Yes ☐ No ☐ Don't know ☐ Not Applicable

32. How would you classify your family?

☐ African American ☐ Caucasian ☐ Multi-Racial ☐ Other _____
☐ Asian or Pacific Islander ☐ Hispanic or Latino ☐ Native American (Please specify)

33. What is the highest level of education you have completed?

☐ Some high school ☐ Some college ☐ Four-year degree
☐ High school or equivalent ☐ Two-year degree ☐ Graduate or professional degree

34. What was your total household income this past year?

☐ Under $15,000 ☐ $25,000 - $35,999 ☐ $55,000 - $100,000
☐ $15,000 - $24,999 ☐ $36,000 - $54,999 ☐ Over $100,000

Thank you for your participation!

TARGET

Please return your completed survey to:
National Institute on Media and the Family
℅ Anderson, Niebuhr & Associates
6 Pine Tree Drive, Suite 200 Arden Hills, MN 55112

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If you have any comments or questions, please call Melissa Campbell at 1 (800) 678-5577.

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